

Introduction

Infant & Toddler Connection of Virginia Early Intervention Services are available to all children and their families from birth to three years of age who meet the Commonwealth's eligibility criteria under Part C of IDEA as further defined by the Department of Mental Health, Mental Retardation and Substance Abuse, through the policies and procedures of the Infant & Toddler Connection System.

Early intervention services are designed to enhance the development of infants and toddlers with substantial developmental needs and to enhance the capacity of families to meet the developmental needs of their infants and toddlers. Services are delivered using a collaborative, family-centered, team approach that reflects the outcomes desired by the family for their child.

Early Intervention services are delivered in accordance with an Individualized Family Service Plan (IFSP), which is based upon the comprehensive assessment of child and family need, developed in partnership with the child's early intervention team including the family and designed to attain specific outcomes desired by the family for their child. Using a team approach to service delivery, the level of intensity and frequency is individualized to ensure that children and their families have access to needed services and supports. The IFSP shall be reviewed at least every six months or more often when warranted, based on the progress of the child and family towards meeting the desired outcomes and family satisfaction. On an annual basis, the IFSP shall be evaluated and determination made if the child continues to be eligible under the Infant & Toddler Connection of Virginia eligibility criteria for Part C of the IDEA.

Practices that are informed by research, in which the characteristics and consequences of environmental variables are empirically established and the relationship directly informs what a practitioner can do to produce a desired outcome. (Dunst & Trivette, 2002)

Early Intervention services shall be provided in natural environments, to the maximum extent appropriate. Natural environments are the child's home and community settings, including those settings in which children without disabilities participate. Services are to be provided in a way that supports the daily activities and routines within the child and family's home and community.

If services are not provided in natural environments, the choice of location must be appropriately justified according to the regulations governing the IFSP.

Early Intervention services are evidenced based practices, developed through the application of replicable research of proven methods of intervention and learning for children with developmental needs. The services shall incorporate family members and other primary caregivers as active participants in the design, delivery and evaluation of services.

Definition of Relevant Terms

Screening means newborn, infant and toddler comprehensive developmental, vision and/or hearing screening, conducted by a trained professional in conjunction with the child's primary caregiver(s) utilizing a standardized screening tool focusing in all areas of infant and toddler development including:

- Gross Motor Skills
- Fine Motor Skills
- Communication skills/language development
- Self-help and self-care skills
- Cognitive skills
- Physical development including vision and hearing

Evaluation is the method used to determine a child's initial and continuing eligibility under this part, consistent with the definition of infant or toddler with a disability. In conducting an evaluation, no single procedure may be used as the sole criterion for determining a child's eligibility. A child's medical and other records may be used to establish eligibility (without conducting an assessment of the child and the family) if those records contain information required under this section regarding the child's level of functioning in any or all of developmental areas including vision and hearing. The evaluation for eligibility may review existing assessments of the child and the family, or may conduct assessment(s) in one or more developmental domains should there be insufficient existing information to determine eligibility. The evaluation for eligibility service is considered "teaming" for the purposes of reimbursement. At least two (2) sources of information must be considered by a Multidisciplinary Evaluation Team composed of at least two (2) different disciplines.

Assessment of the child includes the review of available pertinent records that relate to the child's current health status and medical history and conducting personal observation and assessment of the child in order to identify the child's unique strengths and needs, including an identification of the child's level of functioning in each of the following developmental areas: cognitive development; physical development, including vision and hearing; communication development; social or emotional development; and adaptive development based on objective criteria, which must include informed clinical opinion. Assessment is an ongoing activity which utilizes a combination of formally administered instruments (norm or criterion referenced, depending upon the age and developmental level of the child) coupled with observation and parent report.

Assessment of the family means identification of the family's resources, priorities and concerns and the supports and services necessary to enhance the family's capacity to meet the developmental needs of the family's infant or toddler with a disability, as determined not just through the use of an assessment tool, but through a voluntary personal interview with the family.

Individualized Family Service Plan (IFSP) means a written plan for providing early intervention services to an infant or toddler with a disability under this part and the infant's or toddler's family that is based on the evaluation for eligibility and child and family assessment, includes the required content, is implemented as soon

as possible once parental consent to early intervention services on the IFSP is obtained and is developed in accordance with the IFSP procedures as set forth in Federal and state regulations and state Policy and Procedures. The IFSP provides a description of the frequency, intensity, location and duration of the services provided.

Clinical (Treatment) Plan means the individual practitioner plans which are developed from the IFSP process, providing the treatment goals and objectives established by the team which includes the family and describing the nature of the service provided and identifying the treatment modalities used and serves as documentation of any changes or revisions in the treatment plan which occur during the provision of services to the child/family by that practitioner. means the plan document which guides individual practice and interventions, including family support and education, which reflects the unique needs of the child and family within the context of the child's development and in incorporates all relevant outcomes from the IFSP. This Plan may be unique to a single discipline, or a composite plan which would be more reflective of the Primary Coach Model of Early Intervention Services. It is routinely updated by the individual practitioner(s) and is the foundation for identifying child/family/caregiver progress and the ongoing assessment of need for IFSP review, development, modification and evaluation (which is performed at least annually).

Progress notes means the practitioner's ongoing assessment of the child's progress against the treatment plan as measured by the outcomes in the IFSP with recommendations and/or plans for further treatment or services for the child/family, where appropriate, are provided to the team for consideration and implementation. The individual practitioner plan describes how the team member will promote developmental enhancements for the eligible child, support the family in enhancing their capacity to respond to the development needs of their child, and how the team will work collaboratively in planning, service delivery and evaluation to promote the outcomes, goals and objectives within the IFSP.

Multidisciplinary means the involvement of two or more disciplines or professions in the provision of integrated and coordinated services, including evaluation and assessment activities and in development, review and evaluation of the IFSP. Multidisciplinary teams for the purposes of individualized plan development, monitoring and evaluation include the child's family and others at the family's discretion, as well as the Early Intervention practitioners and may include the child's medical home provider and others who are currently serving the child and/or family from a wide range of community and social service organizations.

Audiology Services

Audiology services

Definition and Activities:

Audiology services include--

- (i) Identification of children with auditory impairment, using at risk criteria and appropriate audiologic screening techniques;
- (ii) Determination of the range, nature and degree of hearing loss and communication functions, by use of audiological evaluation procedures;
- (iii) Referral for medical and other services necessary for the habilitation or rehabilitation of an infant or toddler with a disability who has an auditory impairment;
- (iv) Provision of auditory training, aural rehabilitation, speech reading and listening devices, orientation and training and other services;
- (v) Provision of services for prevention of hearing loss; and
- (vi) Determination of the child's need for individual amplification, including selecting, fitting and dispensing appropriate listening and vibrotactile devices and evaluating the effectiveness of those devices.

Audiology Assessment

Activities include:

- Identification of children with hearing loss, using at-risk criteria and appropriate audiological screening techniques;
- Determination of the range, nature and degree of hearing loss and communication functions, by use of audiological assessment procedures;
- Determination of the child's need for individual amplifications.

Audiology Intervention Services

Activities include:

- Referral for medical and other services necessary for the habilitation or rehabilitation of children with auditory impairment;
- Provision of auditory training, aural rehabilitation, speech reading and listening device orientation and training and other services;
- Provision of services for prevention of hearing loss;
- The selecting, fitting and dispensing of appropriate listening and vibrotactile devices and evaluating the effectiveness of those devices;
- Instruction of children, parents and other caregivers regarding the impact of hearing loss;
- Ongoing assessment of child progress and changing needs;
- Assisting with and adapting activities, equipment and learning environments that promote the child's acquisition of skills in a variety of developmental areas, including cognitive and social;
- Direct therapeutic developmental activities with the child designed to enhance the child's development in one or more developmental domains;
- Providing families or caregivers with information, skills and support related to enhancing the development of the child;
- Providing family training and education to assist the family in understanding the special needs of the child;
- Providing support and consultation to a child's caregivers to increase the child's participation within community based learning opportunities,

- including training in the administration of strategies and activities of the IFSP, including safe and appropriate environmental modifications to promote the child's participation and development; and
- Providing families or caregivers with information, skills and support to enable and empower the family

Audiology Teaming

Definitions/Activities

- The audiologist as a member of the child's IFSP team, may participate in team planning meetings.
 - Participation includes face to face and any real time electronic means of team communication with other team members and the family, to plan, design, develop and review activities to meet the child and family's needs, including, but not limited to, eligibility determination meetings and the development, review and evaluation of the IFSP document and individual clinical plan.

Activities include:

- Multidisciplinary team meeting with family/caregiver to determine eligibility for I&TC;
- Individualized Family Service Plan (IFSP) meeting with intervention team and family to design/review appropriate outcomes and objectives, identify intensity, frequency, duration and location of services and to plan for transition to include the development of the individual clinical plan;
- Ongoing development and review of the clinical (treatment) plan; and
- Problem solving intervention strategies, including AT strategies, among the team members, including the family.

Qualified Practitioner:

I&TC of VA audiological assessment, services and teaming must be provided by a qualified audiologist who meets the highest entry level standard within the Commonwealth for their specific discipline and who is credentialed through I&TC of VA.

Service Reimbursement Methodology:

Reimbursement is provided to a qualified I&TC of VA provider for evaluation/assessment, services and teaming activities completed face to face with the child and family or other primary caregiver. The face to face rate of reimbursement for I&TC of VA Audiological Services is calculated to include related costs of training, consulting, documentation, planning and travel.

EXCEPTION: When intervention strategies require the audiological specialist to provide modification or fabrication of assistive devices to promote the child's participation in typically occurring learning opportunities, reimbursement is available for services provided by the therapist if such fabrication results in a physical device for the child's use. Documentation must demonstrate why the modification could not be accomplished within the face to face activity. Modification activities which are not face to face are

billed under the Provider Location service code.

Service Parameter:

Assessment service is limited to initial and annual review of the IFSP, or under special circumstances when change in child status/needs warrants. Documentation in the child/family record must demonstrate such special circumstance: such as extended period without intervention due to surgeries or other medical issues, or identification of area of need not previously assessed. The ongoing assessment necessary to evaluate intervention strategies is considered a component of intervention and is not billed as a separate assessment activity.

DRAFT Iteration 4

Developmental Promotion Intervention Services

Developmental Promotion Intervention includes:

- i) The design of activities and environments that promote the infant's or toddler's acquisition of skills in a variety of developmental areas, including cognitive processes, social interaction, language acquisition, movement and adaptive skills;
- ii) Curriculum planning, including the planned interaction of personnel, materials and time and space, that leads to achieving the identified outcomes in the Individualized Family Service Plan for the infant or toddler with a disability;
- (iii) Providing families with information, skills and support related to enhancing the skill development of the child; and
- (iv) Working with the infant or toddler with a disability to enhance the child's development in one or more developmental domains.

Developmental Promotion Intervention Assessment:

Definitions/Activities:

The I&TC of VA Developmental Specialist, as a member of the multidisciplinary team, uses his/her clinical opinion to assist in determining initial or annual eligibility or in the development/review of the Individualized Family Service Plan. The Developmental Specialist may complete appropriate assessment activities in order to provide a description of the child's functional abilities across all domains in his/her typical learning opportunities within the daily routines and activities.

Information gathered by the Developmental Specialist must be appropriate to address the family's priorities, concerns and resources and identify interventions, supports and services necessary to meet the needs of both the child and family. The Developmental Specialist integrates his/her assessment information with that of other team members to assure that each team member understands the interrelated nature of child development and to develop a holistic picture of the child's needs and the family's needs related to enhancing the child's development.

Assessments should be conducted at various times and settings in the child's natural environments, to the maximum extent appropriate, and provide information related to the family's concerns and priorities.

Assessment methods may include, but are not limited to, components such as:

- review of available medical and developmental information,
- family interview including the family's identification of their needs related to their child's development,
- structured observation, and/or
- administration of standardized or criterion referenced developmental assessment tools when necessary for determining the unique developmental intervention needs of the child.

Activities include:

- Completing assessment activities in order to provide a description of the

- child's functional abilities across multiple domains in his/her typical learning opportunities within the daily routines and activities;
- Determining the unique strengths and needs of the child including identifying, with the family's permission and minimally through a personal interview, the family's resources, priorities and concerns related to enhancing the child's development; and
 - After eligibility has been determined, if necessary, conducting formal or informal assessment activities to gather any additional information that is needed in order to develop the Individualized Family Service Plan.

Developmental Promotion Intervention Services:

Definition/Activities:

The I&TC of VA Developmental Specialist provides targeted intervention activities to achieve the integrated outcomes on the child's IFSP. The process of outcome achievement is shared between or among those involved with the eligible child, including the family, interventionists, community caregivers and others. The Developmental Specialist provides intervention services to a child, or caregiver, or both for the purpose of enhancing the family's capacity to meet the child's developmental needs, enhancing the child's development and supporting the child's participation within the daily activities and interactions of the child and family's home and community routines. An emphasis is placed on the need for practice of skills and problem solving in the daily routines and activities, incorporating family members and other primary caregivers as active participants. I&TC of VA developmental therapy is provided in the eligible child's natural environment to the maximum extent appropriate as defined under Commonwealth policy and Federal regulations of Part C of IDEA.

Activities include:

- Assisting with and adapting activities, equipment and learning environments that promote the child's acquisition of skills in a variety of developmental areas, including cognitive and social;
- Adapting functional and meaningful activities typically occurring in the child's routine, creating opportunities for the practice of new skills and collaborative problem solving with other to enhance development and future independence;
- Providing specific developmental, disability and intervention training based on the discipline's unique expertise to caregivers and other team members for the purpose of enhancing the child's development;
- Integrating intervention strategies across developmental domains;
- Direct therapeutic developmental activities with the child designed to promote and enhance the child's development in one or more developmental domains;
- Providing families or caregivers with information, skills and support related to promoting and enhancing the development of the child;
- Providing family training and education to assist the family in understanding the special needs of the child;
- Providing support and consultation to a child's caregivers to increase the child's participation within community based learning opportunities, including training in the administration of strategies and activities of the

- IFSP, including safe and appropriate environmental modifications to promote the child's participation and development; and
- Providing families or caregivers with information, skills and support to enable and empower the family.

Developmental Promotion Intervention Teaming:

Definitions/Activities

The Developmental Specialist, as a member of the child's IFSP team, participates in team planning meetings. Participation includes face to face and any real time electronic means of team communication with other team members and the family, to plan, design, develop and review activities to meet the child and family's needs, including, but not limited to, eligibility determination meetings and the development, review and evaluation of the IFSP document and individual clinical plan.

Activities include:

- Multidisciplinary evaluation team meeting with family/caregiver to determine eligibility for I&TC services;
- Individualized Family Service Plan meeting with intervention team and family to design appropriate outcomes and objectives, identify intensity, frequency, duration and location of services and to plan for transition;
- Six month review of Individualized Family Service Plan with intervention team and family to review continued appropriateness of IFSP and amend if needed;
- Ongoing development and review of the clinical (treatment) plan; and
- Problem solving intervention strategies, including AT strategies, among the team members, including the family

Qualified Practitioner:

I&TC of VA developmental therapy assessment, services and teaming must be provided by a qualified Developmental Specialist who meets the highest entry level standard within the Commonwealth for their respective discipline and who is credentialed through I&TC of VA. Disciplines in this category may include Special Education, Early Childhood Education, or Family Services Specialist. This service is not a component of service coordination.

The National Uniform Claim Committee has added Developmental Therapist to its roster of occupations and assigned its own taxonomy code. The code will be a Level II under Respiratory, Developmental, Rehabilitative and Restorative Service Providers. The Level I Provider Type has been modified to Respiratory, Developmental, Rehabilitative and Restorative Service Providers and the definition has been modified to include development therapy in the listing of services. This will go into affect on April 1, 2007 and Developmental Therapists will be able to register for a National Provider Identifier (NPI) with their own taxonomy number.

Service Reimbursement Methodology:

Reimbursement is provided to a qualified I&TC of VA provider for evaluation/assessment, services and teaming activities completed face to face with the child and family or other primary caregiver. The face to face

rate of reimbursement for I&TC of VA Developmental Promotion Intervention is calculated to include related costs of training, consulting, documentation, planning and travel.

EXCEPTION: When intervention strategies require the Developmental Specialist to provide modification or fabrication of assistive devices to promote the child's participation in typically occurring learning opportunities, reimbursement is available for services provided by the therapist if such fabrication results in a physical device for the child's use. Documentation must demonstrate why the modification could not be accomplished within the face to face activity. Modification activities which are not face to face are billed under the Provider Location service code.

Service Parameter:

Assessment service is limited to initial and annual review of the IFSP, or under special circumstances when change in child status/needs warrants. Documentation in the child/family record must demonstrate such special circumstance: such as extended period without intervention due to surgeries or other medical issues, or identification of area of need not previously assessed. The ongoing assessment necessary to evaluate intervention strategies is considered a component of intervention is not billed as a separate assessment activity.

Family Counseling Intervention Services

Family counseling means services provided, as appropriate, by social workers, psychologists and other qualified personnel to assist the family of an infant or toddler with a disability in understanding the special needs of the child and enhancing the child's development and to assist in the identification of family needs and supports which will enhance the capacity of the family to respond to the developmental needs of their child.

Family Counseling Assessment

Definitions/Activities:

The I&TC of VA family counselor/therapist, as a member of the multidisciplinary team, uses his/her clinical opinion to assist in determining initial or annual eligibility or in the development/review of the Individualized Family Service Plan. The family counselor/therapist completes appropriate assessment activities in order to provide a description of the child's social/emotional and adaptive abilities within the daily routines and activities. Information gathered by the family counselor/therapist must be appropriate to address the family's priorities, concerns and resources and identify interventions, supports and services necessary to meet the needs of both the child and family. The family counselor/therapist integrates his/her assessment information with that of other team members to assure that each team member understands the interrelated nature of child development and to develop a holistic picture of the child's needs and the family's needs related to enhancing the child's development.

Assessments should be conducted at various times and settings, in the child's natural environments, to the maximum extent appropriate and provide information related to the family's concerns and priorities. Assessment methods may include, but are not limited to, components such as review of available medical and developmental information, family interview including the family's identification of their needs related to their child's development, structured observation, or administering of standardized or criterion referenced developmental assessment tools when necessary for determining the unique intervention needs of the child.

Activities include:

- Assessment planning activities;
- Gathering information to identify the social/emotional development of the child within the family context;
- Gathering information to understand the parent-child interaction patterns;
- Determining the unique strengths and needs of the child including identifying, with the family's permission and minimally through a personal interview, the family's resources, priorities and concerns related to enhancing the child's development; and
- Conducting assessment activities to gather any additional information that is needed in order to develop the Individualized Family Service Plan.

Family Counseling Intervention Service

Family Counseling Intervention Service

Definitions/Activities:

The I&TC of VA family therapist provides targeted intervention activities to achieve the integrated outcomes on the child's IFSP. The process of outcome achievement is shared between or among those involved with the eligible child, including the family, interventionists, community caregivers and others. The family therapist provides intervention services to a child or family member, or both, for the purpose of enhancing the family's capacity to meet the child's developmental needs, enhancing the child's development and supporting the child's participation within the daily activities and interactions of the child and family's home and community routines. An emphasis is placed on the need for practice of skills and problem solving in the daily routines and activities, incorporating family members and other primary caregivers as active participants. I&TC of VA family therapy intervention is provided in the eligible child's natural environment to the maximum extent appropriate as defined under Commonwealth policy and Federal regulations of Part C of IDEA.

Activities include:

- Identifying techniques for establishing effective family based intervention;
- Assisting families to understand their emotional reactions to their child's disability and the resulting impact upon the parent/child relationship;
- Assisting families to understand the impact of stress on the family relationship and the child's development;
- In conjunction with family, identify teaching and parenting strategies to promote the child's development and self esteem;
- Providing individual and family-group counseling with parents and other family members related to the child's development;
- Assisting families to access specialized support groups for families of children with special needs in order to provide needed information or enhance the sense of competency related to parenting a child with special needs.
- Providing families or caregivers with information, skills and support related to enhancing the development of the child;
- Providing family training and education to assist the family in understanding the special needs of the child;
- Providing support and consultation to a child's caregivers to increase the child's participation within community based learning opportunities, including training in the administration of strategies and activities of the IFSP, including safe and appropriate environmental modifications to promote the child's participation and development; and
- Providing families or caregivers with information, skills and support to enable and empower the family to address the child's developmental needs.

Family Counseling Teaming

Definitions/Activities

The family therapist, as a member of the child's IFSP team, participates in team planning meetings. Participation includes face to face and any real time

electronic means of team communication with other team members and the family, to plan, design, develop and review activities to meet the child and family's needs, including, but not limited to, eligibility determination meetings and the development, review and evaluation of the IFSP document and individual clinical plan.

Activities include:

- Multidisciplinary evaluation team meeting with family/caregiver to determine eligibility for I&TC services;
- Individualized Family Service Plan meeting with intervention team and family to design appropriate outcomes and objectives, identify intensity, frequency, duration and location of services and to plan for transition;
- Six month review of Individualized Family Service Plan with intervention team and family to review continued appropriateness of IFSP and amend if needed;
- Ongoing development and review of the clinical (treatment) plan; and
- Problem solving intervention strategies, including AT strategies, among the team members, including the family.

Qualified Practitioner:

I&TC of VA family counseling assessment, intervention and teaming must be provided by a qualified family therapist who meets the highest entry level standard within the Commonwealth for their respective discipline and who is credentialed through I&TC of VA.

Service Reimbursement Methodology:

Reimbursement is provided to a qualified I&TC of VA provider for evaluation/assessment, services and teaming activities completed face to face with the child and family or other primary caregiver. The face to face rate of reimbursement for I&TC of VA Family Counseling is calculated to include related costs of training, consulting, documentation, planning and travel.

EXCEPTION: When intervention strategies require the Family Counselor to provide modification or fabrication of assistive devices to promote the child's participation in typically occurring learning opportunities, reimbursement is available for services provided by the therapist if such fabrication results in a physical device for the child's use. Documentation must demonstrate why the modification could not be accomplished within the face to face activity. Modification activities which are not face to face are billed under the Provider Location service code.

Service Parameter:

Assessment service is limited to initial and annual review of the IFSP, or under special circumstances when change in child status/needs warrants. Documentation in the child/family record must demonstrate such special circumstance: such as extended period without intervention due to surgeries or other medical issues, or identification of area of need not previously assessed. The ongoing assessment necessary to evaluate intervention strategies is considered a component of intervention is not billed as a separate assessment activity.

Health Intervention Service

Health services means services necessary to enable a child to benefit from the other early intervention services under this part during the time that the child is eligible to receive other early intervention services. The term includes—

- (1) Such services as clean intermittent catheterization, tracheostomy care, tube feeding, the changing of dressings or colostomy bags and other health services; and
- (2) Consultation by physicians with other service providers concerning the special health care needs of infants and toddlers with disabilities that will need to be addressed in the course of providing other early intervention services.

The term does not include—

- (1) Services that are—
 - (i) Surgical in nature (such as cleft palate surgery, surgery for club foot, or the shunting of hydrocephalus);
 - (ii) Purely medical in nature (such as hospitalization for management of congenital heart ailments, or the prescribing of medicine or drugs for any purpose); or
 - (iii) Related to the implementation, optimization (e.g., mapping), maintenance, or replacement of a medical device that is surgically implanted, including cochlear implants.
 - (a) Nothing in this part limits the right of an infant or toddler with a disability with a surgically implanted device (e.g. cochlear implant) to receive the early intervention services that are identified on the child's IFSP as being needed to meet the child's developmental outcomes.
 - (b) Nothing in this part prevents the EIS provider from routinely checking that either the hearing aid or the external components of a surgically implanted device (e.g. cochlear implant) of an infant or toddler with a disability are functioning properly.
- (2) Devices (such as heart monitors, respirators and oxygen and gastrointestinal feeding tubes and pumps) necessary to control or treat a medical condition.
- (3) Medical-health services (such as immunizations and regular "well-baby" care) that are routinely recommended for all children.

Health Intervention Service:

Definitions/Activities:

I&TC of VA Health Services include services which may be necessary during the time the child is receiving another Part C service, in order to allow the child to benefit from that service.

Activities may include:

- Clean intermittent catheterization, tracheotomy care, tube feeding, the changing of dressings or colostomy bags and other health services.

Restrictions:

Health services do not include the following:

- Services that are surgical in nature (such as cleft palate surgery, surgery for club foot, or the shunting of hydrocephalus, or the installation of devices such as pacemakers, cochlear implants, or prostheses); or
- Purely medical in nature (such as hospitalization for management of congenital heart ailments, or the prescribing of medicine or drugs for any purpose).

Health Teaming:

The licensed health care provider, as a member of the child's IFSP team, participates in team planning meetings to consult with other service providers and the child's family concerning the special health care needs of eligible children that will need to be addressed in the course of providing other I&TC of VA services. Participation includes face to face and any real time electronic means of team communication with other team members and the family, to plan, design, develop and review activities to meet the child and family's needs, including, but not limited to, eligibility determination meetings and the development, review and evaluation of the IFSP document or individual clinical plan development.

Qualified Practitioner:

I&TC of VA health service must be provided by a licensed physician or other duly licensed individual practicing under the auspices of the licensed physician.

Service Reimbursement Methodology:

Reimbursement is provided for I&TC of VA Health Services completed directly with the child and family or other primary caregiver. The face to face rate of reimbursement for I&TC of VA Health Teaming is calculated to include related costs of training, consultation, documentation, planning and travel.

Medical Assessment

Medical services means services provided by a licensed physician for diagnostic or evaluation purposes to determine a child's developmental status and need for early intervention services.

Medical Assessment

Definitions/Activities:

Medical services under Part C are limited to Diagnostic or Evaluation Purposes and means services provided by a licensed physician to determine a child's developmental status and need for early intervention services.

Medical Teaming

Definitions/Activities:

The physician or primary health care provider, as a member of the child's IFSP team, participates in team planning meetings to consult with other service providers and the child's family concerning the special health care needs of eligible children that will need to be addressed in the course of providing other I&TC of VA services. Participation includes face to face and any real time electronic means of team communication with other team members and the family, to plan, design, develop and review activities to meet the child and family's needs, including, but not limited to, eligibility determination meetings and the development, review and evaluation of the IFSP document and individual clinical plan.

This service may include consultation by the physician with other health care providers concerning the special health care needs of eligible children that will need to be addressed in the course of providing other early intervention services.

Qualified Practitioner:

I&TC of VA medical service must be provided by the individual child's physician or primary health care provider.

Service Reimbursement Methodology:

Reimbursement is provided to a qualified physician for teaming activities completed directly with the child and family or other primary caregiver and other appropriate team members. The face to face rate of reimbursement for I&TC of VA Medical Teaming is calculated to include related costs of training, consultation, documentation, planning and travel.

Nursing Services

Nursing services include:

- (i) The assessment of health status for the purpose of providing nursing care, including the identification of patterns of human response to actual or potential health problems;
- (ii) Provision of nursing care to prevent health problems, restore or improve functioning and promote optimal health and development; and
- (iii) Administration of medications, treatments and regimens prescribed by a licensed physician.

Comment [sdma1]: This is the current federal definition of nursing services.

Nursing Assessment

Definitions/Activities:

Nursing services include the assessment of health status for the purpose of providing nursing care, including the identification of patterns of human response to actual or potential health problems.

The I&TC of VA family nurse, as a member of the multidisciplinary team, uses his/her clinical opinion to assist in determining initial or annual eligibility or in the development/review of the Individualized Family Service Plan. The nurse completes appropriate assessment activities in order to provide a description of the child's social/emotional and adaptive abilities within the daily routines and activities. Information gathered by the nurse must be appropriate to address the family's priorities, concerns and resources and identify interventions, supports and services necessary to meet the needs of both the child and family. The nurse integrates his/her assessment information with that of other team members to assure that each team member understands the interrelated nature of child development and to develop a holistic picture of the child's needs and the family's needs related to enhancing the child's development.

Assessments should be conducted at various times and settings, in the child's natural environments, to the maximum extent appropriate and provide information related to the family's concerns and priorities. Assessment methods may include, but are not limited to, components such as review of available medical and developmental information, family interview including the family's identification of their needs related to their child's development, structured observation, or administering of standardized or criterion referenced developmental assessment tools when necessary for determining the unique intervention needs of the child.

Activities include:

- Assessment planning activities;
- Gathering information to identify the social/emotional development of the child within the family context;
- Gathering information to understand the parent-child interaction patterns;
- Determining the unique strengths and needs of the child including identifying, with the family's permission and minimally through a

- personal interview, the family's resources, priorities and concerns related to enhancing the child's development; and
- Conducting assessment activities to gather any additional information that is needed in order to develop the Individualized Family Service Plan.

Nursing Intervention Service

Definitions/Activities:

Nursing services include the provision of nursing care to prevent health problems, restore or improve functioning and promote optimal health and development. Services also include the administration of medications, treatments and regimens prescribed by a licensed physician.

Restrictions:

Nursing services are a component of health services and as such are defined as those services necessary to enable a child to benefit from the other early intervention services under Part C during the time that the child is receiving those other services.

Nursing services do not include the following:

- Services that are surgical in nature (such as cleft palate surgery, surgery for club foot, or the shunting of hydrocephalus, or the installation of devices such as pacemakers, cochlear implants, or prostheses); or
- Services that are purely medical in nature (such as hospitalization for management of congenital heart ailments, or the prescribing of medicine or drugs for any purpose).

Nursing Teaming

Definitions/Activities:

The nurse, as a member of the child's IFSP team, participates in team planning meetings. Participation includes face to face and any real time electronic means of team communication with other team members and the family, to plan, design, develop and review activities to meet the child and family's needs, including, but not limited to, eligibility determination meetings and the development, review and evaluation of the IFSP document and the individual clinical plan.

Activities include:

- Multidisciplinary evaluation team meeting with family/caregiver to determine eligibility for I&TC services;
- Individualized Family Service Plan meeting with intervention team and family to design appropriate outcomes and objectives, identify intensity, frequency, duration and location of services and to plan for transition;
- Six month review of Individualized Family Service Plan with intervention team and family to review continued appropriateness of IFSP and amend if needed;
- Ongoing development and review of the clinical (treatment) plan; and
- Problem solving intervention strategies, including AT strategies, among the team members, including the family.

Qualified Practitioner:

I&TC of VA nursing assessment, intervention and teaming must be provided by a qualified nurse who meets the highest entry level standard within the Commonwealth and who is credentialed through I&TC of VA.

Service Reimbursement Methodology:

Reimbursement is provided to a qualified I&TC of VA provider for Part C Nursing Services conducted directly with the child and family or other primary caregiver. The face to face rate of reimbursement for I&TC of VA Nursing service is calculated to include related costs of training, consultation, documentation, planning and travel.

EXCEPTION: When intervention strategies require the Nurse to provide modification or fabrication of assistive devices to promote the child's participation in typically occurring learning opportunities, reimbursement is available for services provided by the Nurse if such fabrication results in a physical device for the child's use. Documentation must demonstrate why the modification could not be accomplished within the face to face activity. Modification activities which are not face to face are billed under the Provider Location service code.

Service Parameter:

Assessment service is limited to the initial IFSP and individual clinical plan development or under special circumstances when change in child status/needs warrants. Documentation in the child/family record must demonstrate such special circumstance: such as extended period without intervention due to surgeries or other medical issues, or identification of area of need not previously assessed. The ongoing assessment necessary to evaluate intervention strategies is considered a component of intervention and is not billed as a separate assessment activity.

Nutrition Services

Nutrition services includes—

- (i) Conducting individual assessments in—
 - (a) Nutritional history and dietary intake;
 - (b) Anthropometric, biochemical and clinical variables;
 - (c) Feeding skills and feeding problems; and
 - (d) Food habits and food preferences;
- (ii) Developing and monitoring appropriate plans to address the nutritional needs of children eligible under this part;
- (iii) Making referrals to appropriate community resources to carry out nutrition goals.

Comment [sdma2]: Current federal definition of nutrition services.

Nutrition Assessment

Definitions/Activities:

The I&TC of VA registered dietician, as a member of the multidisciplinary team, uses his/her clinical opinion to assist in the development/review of the Individualized Family Service Plan and the individual clinical plan. The registered dietician completes appropriate assessment activities in order to provide a description of the child's nutritional needs within the daily routines and activities. Information gathered by the registered dietician must be appropriate to address the family's priorities, concerns and resources and identify interventions, supports and services necessary to meet the needs of both the child and family. The registered dietician integrates his/her assessment information with that of other team members to assure that each team member understands the interrelated nature of child development and to develop a holistic picture of the child's needs and the family's needs related to enhancing the child's development.

Assessments should be conducted at various times and settings, in the child's natural environments, to the maximum extent appropriate and provide information related to the family's concerns and priorities. Assessment methods may include, but are not limited to, components such as review of available medical and developmental information, family interview including the family's identification of their needs related to their child's development, structured observation, or administering of standardized or criterion referenced developmental assessment tools when necessary for determining the unique intervention needs of the child.

Activities include conducting individual assessments in:

- nutritional history and dietary intake;
- anthropometrics, biochemical and clinical variables;
- feeding skills and feeding problems; and
- developing and monitoring appropriate plans to address the nutritional needs of children.

Nutrition Intervention

Definitions/Activities:

The I&TC of VA registered dietician provides targeted intervention activities

to achieve the integrated outcomes on the child's IFSP. The process of outcome achievement is shared between or among those involved with the eligible child, including the family, interventionists, community caregivers and others. The registered dietician provides intervention services to a child, or caregiver, or both for the purpose of enhancing the family's capacity to meet the child's developmental needs, enhancing the child's development and supporting the child's participation within the daily activities and interactions of the child and family's home and community routines. Family members and other primary caregivers are incorporated as active participants. I&TC of VA nutrition service is provided in the eligible child's natural environment to the maximum extent appropriate as defined under Commonwealth policy and Federal regulations of Part C of IDEA.

Activities include:

- developing and monitoring appropriate plans to address the nutritional needs of eligible children;
- making referrals to appropriate community resources to carry out nutrition goals;
- providing families or caregivers with information, skills and support related to enhancing the development of the child;
- providing family training and education to assist the family in understanding the special needs of the child; and
- integrating intervention strategies across developmental domains;

Nutrition Teaming

Definition/Activities:

The registered dietician, as a member of the child's IFSP team, participates in team planning meetings. Participation includes face to face and any real time electronic means of team communication with other team members and the family, to plan, design, develop and review activities to meet the child and family's needs, including, but not limited to, eligibility determination meetings and the development, review and evaluation of the IFSP document and the individual clinical plan.

Activities include:

- Multidisciplinary evaluation team meeting with family/caregiver to determine eligibility for I&TC services;
- Individualized Family Service Plan meeting with intervention team and family to design appropriate outcomes and objectives, identify intensity, frequency, duration and location of services, used to develop the individual clinical plan and to plan for transition;
- Six month review of Individualized Family Service Plan and the individual clinical plan with intervention team and family to review continued appropriateness of IFSP and amend if needed; and
- Problem solving intervention strategies, including Assistive Technology strategies, among the team members, including the family.

Qualified Practitioner:

I&TC of VA nutrition evaluation/assessment, intervention and teaming must be provided by a qualified registered dietician who meets the highest entry

level standard within the Commonwealth and who is credentialed through I&TC of VA.

Service Reimbursement Methodology:

Reimbursement is provided to a qualified I&TC of VA provider for nutrition services completed directly with the child and family or other primary caregiver. The face to face rate of reimbursement for I&TC of VA Nutrition service is calculated to include related costs of training, consultation, documentation, planning and travel.

EXCEPTION: When intervention strategies require the registered dietician to provide modification or fabrication of assistive devices to promote the child's participation in typically occurring learning opportunities, reimbursement is available for services provided by the dietician if such fabrication results in a physical device for the child's use. Documentation must demonstrate why the modification could not be accomplished within the face to face activity. Modification activities which are not face to face are billed under the Provider Location service code.

Service Parameter:

Assessment service is limited to the initial IFSP and individual clinical plan development or, under special circumstances, when change in child status/needs warrants. Documentation in the child/family record must demonstrate such special circumstance: such as extended period without intervention due to surgeries or other medical issues, or identification of area of need not previously assessed. The ongoing assessment necessary to evaluate intervention strategies is considered a component of intervention and is not billed as a separate assessment activity.

Occupational Therapy

Occupational Therapy

Occupational therapy includes services to address the functional needs of an infant or toddler with a disability related to adaptive development, adaptive behavior and play and sensory, motor and postural development. These services are designed to improve the child's functional ability to perform tasks in home, school and community settings and include—

- (i) Identification, assessment and intervention;
- (ii) Adaptation of the environment and election, design and fabrication of assistive and orthotic devices to facilitate development and promote the acquisition of functional skills; and
- (iii) Prevention or minimization of the impact of initial or future impairment, delay in development, or loss of functional ability.

Occupational Therapy Assessment:

Definitions/Activities:

The I&TC of VA occupational therapist, as a member of the multidisciplinary team, uses his/her clinical opinion to assist in the development/review of the Individualized Family Service Plan and the individual clinical plan. The occupational therapist completes appropriate assessment activities in order to provide a description of the child's functional motor abilities in his/her typical learning opportunities within the daily routines and activities. Information gathered by the occupational therapist must be appropriate to address the family's priorities, concerns and resources and identify interventions, supports and services necessary to meet the needs of both the child and family. The occupational therapist integrates his/her assessment information with that of other team members to assure that each team member understands the interrelated nature of child development and to develop a holistic picture of the child's needs and the family's needs related to enhancing the child's development.

Assessments should be conducted at various times and settings, in the child's natural environments, to the maximum extent appropriate and provide information related to the family's concerns and priorities. Assessment methods may include, but are not limited to, components such as review of available medical and developmental information, family interview including the family's identification of their needs related to their child's development, structured observation, or administering of standardized or criterion referenced developmental assessment tools when necessary for determining the unique intervention needs of the child.

Activities include:

- Assessment planning activities;
- Completing assessment activities in order to provide a description of the child's functional motor abilities in his/her typical learning opportunities within the daily routines and activities;
- Determining the unique strengths and needs of the child including identifying, with the family's permission and minimally through a personal interview, the family's resources, priorities and concerns

- related to enhancing the child's development;
- After eligibility has been determined, if necessary, conducting formal or informal assessment activities to gather any additional information that is needed in order to develop the Individualized Family Service Plan

Occupational Therapy Intervention

Definition/Activities:

The I&TC of VA occupational therapist provides targeted intervention activities to achieve the integrated outcomes on the child's IFSP. The process of outcome achievement is shared between or among those involved with the eligible child, including the family, interventionists, community caregivers and others. The occupational therapist provides intervention services to a child, or caregiver, or both for the purpose of enhancing the family's capacity to meet the child's developmental needs, enhancing the child's development and supporting the child's participation within the daily activities and interactions of the child and family's home and community routines. An emphasis is placed on the need for practice of skills and problem solving in the daily routines and activities, incorporating family members and other primary caregivers as active participants. I&TC of VA occupational therapy intervention is provided in the eligible child's natural environment to the maximum extent appropriate as defined under Commonwealth policy and Federal regulations of Part C of IDEA.

Activities include:

- Assisting with and adapting activities, equipment and learning environments that promote the child's acquisition of skills;
- Adapting functional and meaningful activities typically occurring in the child's routine, creating opportunities for the practice of new skills and collaborative problem solving with other to enhance development and future independence;
- Providing specific developmental, disability and intervention training based on the discipline's unique expertise to caregivers and other team members for the purpose of enhancing the child's development;
- Integrating intervention strategies across developmental domains;
- Direct therapeutic developmental activities with the child designed to enhance the child's development in one or more developmental domains;
- Providing families or caregivers with information, skills and support related to enhancing the development of the child;
- Providing family training and education to assist the family in understanding the special needs of the child;
- Providing support and consultation to a child's caregivers to increase the child's participation within community based learning opportunities, including training in the administration of strategies and activities of the IFSP, including safe and appropriate environmental modifications to promote the child's participation and development; and
- Providing families or caregivers with information, skills and support to enable and empower the family to address the child's developmental needs.

Occupational Therapy Teaming

Definition/Activities:

The occupational therapist as a member of the child's IFSP team, participates in team planning meetings. Participation includes face to face and any real time electronic means of team communication with team members and the family, to plan, design, develop and review activities to meet the child and family's needs, including, but not limited to, eligibility determination meetings and the development, review and evaluation of the IFSP document and individual clinical plan.

Activities include:

- Multidisciplinary evaluation team meeting with family/caregiver to determine eligibility for I&TC services;
- Individualized Family Service Plan meeting with intervention team and family to design appropriate outcomes and objectives, identify intensity, frequency, duration and location of services, used to develop the individual clinical plan and to plan for transition;
- Six month review of Individualized Family Service Plan and the individual clinical plan with intervention team and family to review continued appropriateness of IFSP and amend if needed; and
- Problem solving intervention strategies, including Assistive Technology strategies, among the team members, including the family.

Qualified Practitioner:

I&TC of VA occupational therapy evaluation/assessment, intervention and teaming must be provided by a qualified occupational therapist who meets the highest entry level standard within the Commonwealth and who is credentialed through I&TC of VA.

Service Reimbursement Methodology:

Reimbursement is provided to a qualified I&TC of VA provider for occupational therapy intervention activities completed directly with the child and family or other primary caregiver. The face to face rate of reimbursement for I&TC of VA Occupational Therapy is calculated to include related costs of training, consultation, documentation, planning and travel.

EXCEPTION: When intervention strategies require the occupational therapist to provide modification or fabrication of assistive devices to promote the child's participation in typically occurring learning opportunities, reimbursement is available for services provided by the therapist if such fabrication results in a physical device for the child's use. Documentation must demonstrate why the modification could not be accomplished within the face to face activity. Modification activities which are not face to face are billed under the Provider Location service code.

Service Parameter:

Assessment service is limited to initial and annual review of the IFSP and the individual clinical plan, or under special circumstances when change in child status/needs warrants. Documentation in the child/family record must demonstrate such special circumstance: such as extended period without

intervention due to surgeries or other medical issues, or identification of area of need not previously assessed. The ongoing assessment necessary to evaluate intervention strategies is considered a component of intervention and is not billed as a separate assessment activity.

DRAFT Iteration 4

Physical Therapy

Physical Therapy

Physical therapy includes services to address the promotion of sensorimotor function through enhancement of musculoskeletal status, neurobehavioral organization, perceptual and motor development, cardiopulmonary status and use of effective environmental adaptation. These services include—

- (i) Screening, evaluation and assessment of children to identify movement dysfunction;
- (ii) Obtaining, interpreting and integrating information appropriate to program planning to prevent, alleviate, or compensate for movement dysfunction and related functional problems; and
- (iii) Providing individual and group services or treatment to prevent, alleviate, or compensate for, movement dysfunction and related functional problems.

Physical Therapy Assessment

Definitions/Activities:

The I&TC of VA physical therapist, as a member of the multidisciplinary team, uses his/her clinical opinion to assist in determining initial or annual eligibility or in the development/review of the Individualized Family Service Plan. The physical therapist completes appropriate assessment activities in order to provide a description of the child's functional motor abilities in his/her typical learning opportunities within the daily routines and activities. Information gathered by the physical therapist must be appropriate to address the family's priorities, concerns and resources and identify interventions, supports and services necessary to meet the needs of both the child and family. The physical therapist integrates his/her assessment information with that of other team members to assure that each team member understands the interrelated nature of child development and to develop a holistic picture of the child's needs and the family's needs related to enhancing the child's development.

Assessments should be conducted at various times and settings, in the child's natural environments, to the maximum extent appropriate and provide information related to the family's concerns and priorities. Assessment methods may include, but are not limited to, components such as review of available medical and developmental information, family interview including the family's identification of their needs related to their child's development, structured observation, or administering of standardized or criterion referenced developmental assessment tools when necessary for determining the unique intervention needs of the child.

Activities Include:

- Assessment planning activities;
- Completing assessment activities in order to provide a description of the child's functional motor abilities in his/her typical learning opportunities within the daily routines and activities;
- Determining the unique strengths and needs of the child including identifying, with the family's permission and minimally through a

- personal interview, the family's resources, priorities and concerns related to enhancing the child's development; and
- Conducting assessment activities to gather any additional information that is needed in order to develop the Individualized Family Service Plan

Physical Therapy Intervention Services

Definition/Activities:

The I&TC of VA physical therapist provides targeted intervention activities to achieve the integrated outcomes on the child's IFSP. The process of outcome achievement is shared between or among those involved with the eligible child, including the family, interventionists, community caregivers and others. The physical therapist provides intervention services to a child, or caregiver, or both for the purpose of enhancing the family's capacity to meet the child's developmental needs, enhancing the child's development and supporting the child's participation within the daily activities and interactions of the child and family's home and community routines. An emphasis is placed on the need for practice of skills and problem solving in the daily routines and activities, incorporating family members and other primary caregivers as active participants. I&TC of VA physical therapy intervention is provided in the eligible child's natural environment to the maximum extent appropriate as defined under Commonwealth policy and Federal regulations of Part C of IDEA.

Activities include:

- Assisting with and adapting activities, equipment and learning environments that promote the child's acquisition of skills;
- Adapting functional and meaningful activities typically occurring in the child's routine, creating opportunities for the practice of new skills and collaborative problem solving with other to enhance development and future independence;
- Providing specific developmental, disability and intervention training based on the discipline's unique expertise to caregivers and other team members for the purpose of enhancing the child's development;
- Integrating intervention strategies across developmental domains;
- Direct therapeutic developmental activities with the child designed to enhance the child's development in one or more developmental domains;
- Providing families or caregivers with information, skills and support related to enhancing the development of the child;
- Providing family training and education to assist the family in understanding the special needs of the child;
- Providing support and consultation to a child's caregivers to increase the child's participation within community based learning opportunities, including training in the administration of strategies and activities of the IFSP, including safe and appropriate environmental modifications to promote the child's participation and development; and
- Providing families or caregivers with information, skills and support to enable and empower the family.

Physical Therapy Teaming

Definition/Activities:

The physical therapist as a member of the child's IFSP team, participates in team planning meetings. Participation includes face to face and any real time electronic means of team communication with other team members and the family, to plan, design, develop and review activities to meet the child and family's needs, including, but not limited to, eligibility determination meetings and the development, review and evaluation of the IFSP document and individual clinical plan.

Activities include:

- Multidisciplinary evaluation team meeting with family/caregiver to determine eligibility for I&TC services;
- Individualized Family Service Plan meeting with intervention team and family to design appropriate outcomes and objectives, identify intensity, frequency, duration and location of services, used to develop the individual clinical plan and to plan for transition;
- Six month review of Individualized Family Service Plan and the individual clinical plan with intervention team and family to review continued appropriateness of IFSP and amend if needed; and
- Problem solving intervention strategies, including Assistive Technology strategies, among the team members, including the family.

Qualified Practitioner:

I&TC of VA physical therapy assessment, services and teaming must be provided by a qualified physical therapist who meets the highest entry level standard in the Commonwealth and who is credentialed through I&TC of VA.

Service Reimbursement Methodology:

Reimbursement is provided to a qualified I&TC of VA provider for evaluation/assessment, services and teaming activities completed face to face with the child and family or other primary caregiver. The face to face rate of reimbursement for I&TC of VA Physical Therapy is calculated to include related costs of training, consulting, documentation, planning and travel.

EXCEPTION: When intervention strategies require the physical therapist to provide modification or fabrication of assistive devices to promote the child's participation in typically occurring learning opportunities, reimbursement is available for services provided by the therapist if such fabrication results in a physical device for the child's use. Documentation must demonstrate why the modification could not be accomplished within the face to face activity. Modification activities which are not face to face are billed under the Provider Location service code.

Service Parameter:

Assessment service is limited to initial and annual review of the IFSP and individual clinical plan, or under special circumstances when change in child status/needs warrants. Documentation in the child/family record must

demonstrate such special circumstance: such as extended period without intervention due to surgeries or other medical issues, or identification of area of need not previously assessed. The ongoing assessment necessary to evaluate intervention strategies is considered a component of intervention and is not billed as a separate assessment activity.

DRAFT Iteration 4

Psychological Services

Psychological Services

Psychological services includes--

- (i) Administering psychological and developmental tests and other assessment procedures;
- (ii) Interpreting assessment results;
- (iii) Obtaining, integrating and interpreting information about child behavior and child and family conditions related to learning, mental health and development; and
- (iv) Planning and managing a program of psychological services, including psychological counseling for children and parents, family counseling, consultation on child development, parent training and education programs.

Psychological Assessment:

Definitions/Activities:

The I&TC of VA psychologist, as a member of the multidisciplinary team, uses his/her clinical opinion to assist in determining initial or annual eligibility or in the development/review of the Individualized Family Service Plan. The psychologist may complete appropriate assessment activities in order to provide a description of the child's functional abilities in his/her typical learning opportunities within the daily routines and activities. Information gathered by the psychologist must be appropriate to address the family's priorities, concerns and resources and identify interventions, supports and services necessary to meet the needs of both the child and family. The psychologist integrates his/her assessment information with that of other team members to assure that each team member understands the interrelated nature of child development and to develop a holistic picture of the child's needs and the family's needs related to enhancing the child's development.

Assessments should be conducted at various times and settings, in the child's natural environments, to the maximum extent appropriate and provide information related to the family's concerns and priorities. assessment methods may include, but are not limited to, components such as review of available medical and developmental information, family interview including the family's identification of their needs related to their child's development, structured observation, or administering of standardized or criterion referenced developmental assessment tools when necessary for determining the unique intervention needs of the child.

Activities include:

- Assessment planning activities;
- Conducting assessment of child developmental and psychological needs;
- Interpreting assessment results; and
- Obtaining, integrating and interpreting information about child behavior and child and family conditions related to learning, mental health and development

Psychological Intervention

Definitions/Activities:

The I&TC of VA psychologist provides targeted intervention activities to achieve the integrated outcomes on the child's IFSP. The process of outcome achievement is shared between or among those involved with the eligible child, including the family, interventionists, community caregivers and others. The psychologist provides intervention services to a child, or caregiver, or both for the purpose of enhancing the family's capacity to meet the child's developmental needs, enhancing the child's development and supporting the child's participation within the daily activities and interactions of the child and family's home and community routines. An emphasis is placed on the need for practice of skills and problem solving in the daily routines and activities, incorporating family members and other primary caregivers as active participants. I&TC of VA psychology intervention is provided in the eligible child's natural environment to the maximum extent appropriate as defined under Commonwealth policy and Federal regulations of Part C of IDEA.

Activities include:

- Assisting in implementing a plan to help family members deal with the related psychological issues including management of stress and development of coping skills related to impact of the child's disability;
- Providing psychological counseling for children and parents;
- Consultation on child development;
- Providing families or caregivers with information, skills and support related to enhancing the development of the child;
- Providing family training and education to assist the family in understanding the special needs of the child;
- Providing support and consultation to a child's caregivers to increase the child's participation within community based learning opportunities, including training in the administration of strategies and activities of the IFSP, including safe and appropriate environmental modifications to promote the child's participation and development; and
- Providing families or caregivers with information, skills and support to enable and empower the family.
- Assisting with and adapting activities, equipment and learning environments that promote the child's acquisition of skills;
- Adapting functional and meaningful activities typically occurring in the child's routine, creating opportunities for the practice of new skills and collaborative problem solving with other to enhance development and future independence;
- Providing specific developmental, disability and intervention training based on the discipline's unique expertise to caregivers and other team members for the purpose of enhancing the child's development;
- Integrating intervention strategies across developmental domains; and
- Direct therapeutic developmental activities with the child designed to enhance the child's development in one or more developmental domains;

Psychological Teaming:

Definitions/Activities:

The psychologist, as a member of the child's IFSP team, participates in team planning meetings. Participation includes face to face and any real time electronic means of team communication with team members and the family, to plan, design, develop and review activities to meet the child and family's needs, including, but not limited to, eligibility determination meetings and the development, review and evaluation of the IFSP document and individual clinical plan.

Activities include:

- Multidisciplinary evaluation team meeting with family/caregiver to determine eligibility for I&TC services;
- Individualized Family Service Plan meeting with intervention team and family to design appropriate outcomes and objectives, identify intensity, frequency, duration and location of services, used to develop the individual clinical plan and to plan for transition;
- Six month review of Individualized Family Service Plan and the individual clinical plan with intervention team and family to review continued appropriateness of IFSP and amend if needed; and
- Problem solving intervention strategies, including Assistive Technology strategies, among the team members, including the family.

Qualified Practitioner:

I&TC of VA psychological assessment, services and teaming must be provided by a qualified psychologist who meets the highest entry level standard within the Commonwealth and who is credentialed through I&TC of VA.

Service Reimbursement Methodology:

Reimbursement is provided to a qualified I&TC of VA provider for evaluation/assessment, services and teaming activities completed face to face with the child and family or other primary caregiver. The face to face rate of reimbursement for I&TC of VA Psychological services is calculated to include related costs of training, consulting, documentation, planning and travel.

Service Parameter:

Assessment service is limited to initial and annual review of the IFSP, or under special circumstances when change in child status/needs warrants. Documentation in the child/family record must demonstrate such special circumstance: such as extended period without intervention due to surgeries or other medical issues, or identification of area of need not previously assessed. The ongoing assessment necessary to evaluate intervention strategies is considered a component of intervention and is not billed as a separate assessment activity.

Social Work Services

Social work services includes—

- (i) Making home visits to evaluate a child's living conditions and patterns of parent-child interaction;
- (ii) Preparing a social or emotional developmental assessment of the infant or toddler within the family context;
- (iii) Providing individual and family-group counseling with parents and other family members and appropriate social skill-building activities with the infant or toddler and parents;
- (iv) Working with those problems in the living situation (home, community and any center where early intervention services are provided) of an infant or toddler with a disability and the family of that child that affect the child's maximum utilization of early intervention services; and
- (v) Identifying, mobilizing and coordinating community resources and services to enable the infant or toddler with a disability and the family to receive maximum benefit from early intervention services.

Social Work Assessment:

Definitions/Activities:

The I&TC of VA social worker, as a member of the multidisciplinary team, uses his/her clinical opinion to assist in determining initial or annual eligibility or in the development/review of the Individualized Family Service Plan. The social worker may complete appropriate assessment activities in order to provide a description of the child's functional abilities in his/her typical learning opportunities within the daily routines and activities. Information gathered by the social worker must be appropriate to address the family's priorities, concerns and resources and identify interventions, supports and services necessary to meet the needs of both the child and family. The social worker integrates his/her assessment information with that of other team members to assure that each team member understands the interrelated nature of child development and to develop a holistic picture of the child's needs and the family's needs related to enhancing the child's development.

Assessments should be conducted at various times and settings, in the child's natural environments, to the maximum extent appropriate and provide information related to the family's concerns and priorities. Assessment methods may include, but are not limited to, components such as review of available medical and developmental information, family interview including the family's identification of their needs related to their child's development, structured observation, or administering of standardized or criterion referenced developmental assessment tools when necessary for determining the unique intervention needs of the child.

Activities include:

- Assessment planning activities;
- In conjunction with the family, identifying teaching and parenting strategies to promote child development and self esteem.
- Gathering information related to the child's social and emotional development within the context of the family

- Determining the unique strengths and needs of the child including identifying, with the family's permission and minimally through a personal interview, the family's resources, priorities and concerns related to enhancing the child's development; and
- After eligibility has been determined, if necessary, conducting assessment activities to gather any additional information that is needed in order to develop the Individualized Family Service Plan.

Social Work Intervention Services:

Definitions/Activities:

The I&TC of VA social worker provides targeted intervention activities to achieve the integrated outcomes on the child's IFSP. The process of outcome achievement is shared between or among those involved with the eligible child, including the family, interventionists, community caregivers and others. The social worker provides intervention services to a child, or caregiver, or both for the purpose of enhancing the family's capacity to meet the child's developmental needs, enhancing the child's development and supporting the child's participation within the daily activities and interactions of the child and family's home and community routines. An emphasis is placed on the need for practice of skills and problem solving in the daily routines and activities, incorporating family members and other primary caregivers as active participants. I&TC of VA social work intervention is provided in the eligible child's natural environment to the maximum extent appropriate as defined under Commonwealth policy and Federal regulations of Part C of IDEA.

Activities include:

- Providing specific developmental, disability and intervention training based on the discipline's unique expertise to caregivers and other team members for the purpose of enhancing the child's development;
- Integrating intervention strategies across developmental domains;
- Providing families or caregivers with information, skills and support related to enhancing the development of the child; and
- Identifying, mobilizing and coordinating community resources and services to enable the child and family to receive maximum benefit from early intervention services.

Social Work Teaming:

Definitions/Activities:

The social worker as a member of the child's IFSP team, participates in team planning meetings. Participation includes face to face and any real time electronic means of team communication with other team members and the family, to plan, design, develop and review activities to meet the child and family's needs, including, but not limited to, eligibility determination meetings and the development, review and evaluation of the IFSP document and individual clinical plan.

Activities include:

- Multidisciplinary evaluation team meeting with family/caregiver to determine eligibility for I&TC services;

- Individualized Family Service Plan meeting with intervention team and family to design appropriate outcomes and objectives, identify intensity, frequency, duration and location of services, used to develop the individual clinical plan and to plan for transition;
- Six month review of Individualized Family Service Plan and the individual clinical plan with intervention team and family to review continued appropriateness of IFSP and amend if needed; and
- Problem solving intervention strategies, including Assistive Technology strategies, among the team members, including the family.

Qualified Practitioner:

I&TC of VA social work assessment, services and teaming must be provided by a qualified social worker who meets the highest entry level standard within the Commonwealth and who is credentialed through I&TC of VA.

Service Reimbursement Methodology:

Reimbursement is provided to a qualified I&TC of VA provider for evaluation/assessment, services and teaming activities completed face to face with the child and family or other primary caregiver. The face to face rate of reimbursement for I&TC of VA Social Work services is calculated to include related costs of training, consulting, documentation, planning and travel.

Service Parameter:

Assessment service is limited to initial and annual review of the IFSP, or under special circumstances when change in child status/needs warrants. Documentation in the child/family record must demonstrate such special circumstance: such as extended period without intervention due to surgeries or other medical issues, or identification of area of need not previously assessed. The ongoing assessment necessary to evaluate intervention strategies is considered a component of intervention and is not billed as a separate assessment activity.

Speech-Language Pathology Services

Speech-language pathology services includes-

- (i) Identification of children with communication or language disorders and delays in development of communication skills, including the diagnosis and appraisal of specific disorders and delays in those skills;
- (ii) Referral for medical or other professional services necessary for the habilitation or rehabilitation of children with communicative or language disorders and delays in development of communication skills;
- (iii) Provision of services for the habilitation, rehabilitation, or prevention of communicative or language disorders and delays in development of communication skills; and
- (iv) Provision of sign language, cued language and auditory/oral language services, which, as used with respect to infants and toddlers with disabilities who are hearing impaired, includes services to the infant or toddler with a disability and the family to teach sign language, cued language and auditory/oral language, as well as to provide oral transliteration services, sign language and cued language interpreting services.

Speech Pathology Assessment:

Definitions/Activities:

The I&TC of VA speech pathologist, as a member of the multidisciplinary team, uses his/her clinical opinion to assist in determining initial or annual eligibility or in the development/review of the Individualized Family Service Plan. The speech pathologist completes appropriate assessment activities in order to provide a description of the child's functional motor abilities in his/her typical learning opportunities within the daily routines and activities. Information gathered by the speech pathologist must be appropriate to address the family's priorities, concerns and resources and identify interventions, supports and services necessary to meet the needs of both the child and family. The speech pathologist integrates his/her assessment information with that of other team members to assure that each team member understands the interrelated nature of child development and to develop a holistic picture of the child's needs and the family's needs related to enhancing the child's development.

Assessments should be conducted at various times and settings, in the child's natural environments, to the maximum extent appropriate and provide information related to the family's concerns and priorities. Assessment methods may include, but are not limited to, components such as review of available medical and developmental information, family interview including the family's identification of their needs related to their child's development, structured observation, or administering of standardized or criterion referenced developmental assessment tools when necessary for determining the unique intervention needs of the child.

Activities Include:

- Assessment planning activities;
- Completing assessment activities in order to provide a description of

the child's functional communication abilities in his/her typical learning opportunities within the daily routines and activities;

- Performing clinical feeding and swallowing evaluations;
- Performing instrumental assessments that delineate structures and dynamic functions of swallowing;
- Defining the abnormal swallowing anatomy and physiology and diagnosing swallowing disorders;
- Identifying additional disorders in the upper aerodigestive tract and making referrals to appropriate medical personnel;
- Making recommendations about management of swallowing and feeding disorders;
- Determining the unique strengths and needs of the child including identifying, with the family's permission and minimally through a personal interview, the family's resources, priorities and concerns related to enhancing the child's development;
- Identifying children with communicative or swallowing disorders and delays in development of communication skills;
- After eligibility has been determined, if necessary, conducting assessment activities to gather any additional information that is needed in order to develop the Individualized Family Service Plan; and
- Referring for medical or other professional services necessary for the habilitation or rehabilitation of children with communicative or oropharyngeal disorders and delays in development of communication skills.

Speech Pathology Intervention:

Definitions/Activities:

The I&TC of VA speech language pathologist provides targeted intervention activities to achieve the integrated outcomes on the child's IFSP. The process of outcome achievement is shared between or among those involved with the eligible child, including the family, interventionists, community caregivers and others. The speech language pathologist provides intervention services to a child, or caregiver, or both for the purpose of enhancing the family's capacity to meet the child's developmental needs, enhancing the child's development and supporting the child's participation within the daily activities and interactions of the child and family's home and community routines. An emphasis is placed on the need for practice of skills and problem solving in the daily routines and activities, incorporating family members and other primary caregivers as active participants. I&TC of VA speech language pathology is provided in the eligible child's natural environment to the maximum extent appropriate as defined under Commonwealth policy and Federal regulations of Part C of IDEA.

Activities include:

- Assisting with and adapting activities, equipment and learning environments that promote the child's acquisition of skills in a variety of developmental areas, including communication;
- Adapting functional and meaningful activities typically occurring in the child's routine, creating opportunities for the practice of new skills and collaborative problem solving with others to enhance development and

- future independence;
- Providing specific developmental, disability and intervention training based on the discipline's unique expertise to caregivers and other team members for the purpose of enhancing the child's development;
- Integrating intervention strategies across developmental domains;
- Developing treatment plans for individuals with swallowing and feeding disorders;
- Direct therapeutic developmental activities with the child designed to enhance the child's development in one or more developmental domains;
- Providing families or caregivers with information, skills and support related to enhancing the development of the child;
- Providing family training and education to assist the family in understanding the special needs of the child;
- Teaching and counseling individuals and their families about swallowing and feeding disorders;
- Providing treatment for swallowing and feeding disorders, documenting progress, and determining appropriate dismissal criteria;
- Educating other professionals regarding the needs of individuals with dysphagia, and the speech-language pathologists' role in the evaluation and management of swallowing and feeding disorders;
- Providing support and consultation to a child's caregivers to increase the child's participation within community based learning opportunities, including training in the administration of strategies and activities of the IFSP, including safe and appropriate environmental modifications to promote the child's participation and development; and
- Providing families or caregivers with information, skills and support to enable and empower the family.

Speech Pathology Teaming:

Definitions/Activities:

The speech pathologist, as a member of the child's IFSP team, participates in team planning meetings. Participation includes face to face and any real time electronic means of team communication with other team members and the family, to plan, design, develop and review activities to meet the child and family's needs, including, but not limited to, eligibility determination meetings and the development, review and evaluation of the IFSP document and individual clinical plan.

Activities include:

- Multidisciplinary evaluation team meeting with family/caregiver to determine eligibility for I&TC services;
- Individualized Family Service Plan meeting with intervention team and family to design appropriate outcomes and objectives, identify intensity, frequency, duration and location of services, used to develop the individual clinical plan and to plan for transition;
- Six month review of Individualized Family Service Plan and the individual clinical plan with intervention team and family to review continued appropriateness of IFSP and amend if needed; and
- Problem solving intervention strategies, including Assistive Technology strategies, among the team members, including the family.

Qualified Practitioner:

I&TC of VA speech pathology assessment, services and teaming must be provided by a qualified speech pathologist who meets the highest entry level standard within the Commonwealth and who is credentialed through I&TC of VA.

Service Reimbursement Methodology:

Reimbursement is provided to a qualified I&TC of VA provider for evaluation/assessment, services and teaming activities completed face to face with the child and family or other primary caregiver. The face to face rate of reimbursement for I&TC of VA Speech Pathology is calculated to include related costs of training, consulting, documentation, planning and travel.

EXCEPTION: When intervention strategies require the speech pathologist to provide modification or fabrication of assistive devices to promote the child's participation in typically occurring learning opportunities, reimbursement is available for services provided by the therapist if such fabrication results in a physical device for the child's use. Documentation must demonstrate why the modification could not be accomplished within the face to face activity. Modification activities which are not face to face are billed under the Provider Location service code

Service Parameter:

Assessment service is limited to initial and annual review of the IFSP and the individual clinical plan, or under special circumstances when change in child status/needs warrants. Documentation in the child/family record must demonstrate such special circumstance: such as extended period without intervention due to surgeries or other medical issues, or identification of area of need not previously assessed. The ongoing assessment necessary to evaluate intervention strategies is considered a component of intervention and is not billed as a separate assessment activity.

Vision Services

Vision services means—

- (i) Evaluation and assessment of visual functioning, including the diagnosis and appraisal of specific visual disorders, delays and abilities;
- (ii) Referral for medical or other professional services necessary for the habilitation or rehabilitation of visual functioning disorders, or both; and
- (iii) Communication skills training, orientation and mobility training for all environments, visual training, independent living skills training and additional training necessary to activate visual motor abilities.

Vision Assessment:

Definitions/Activities:

I&TC of VA vision service includes the assessment of visual functioning, including the diagnosis and appraisal of specific visual disorders, delays and abilities. Assessments should be conducted at various times and settings, in the child's natural environments, to the maximum extent appropriate and provide information related to the family's concerns and priorities. assessment methods may include, but are not limited to, components such as review of available medical and developmental information, family interview including the family's identification of their needs related to their child's development, structured observation, or administering of standardized or criterion referenced developmental assessment tools when necessary for determining the unique intervention needs of the child.

The I&TC of VA vision specialist, when participating as a member of the multidisciplinary evaluation team determining eligibility, is responsible for providing a statement of the child's functional vision and visual motor abilities through the use of appropriate developmental and functional evaluation measures, which may include gathering observational information related to the child's development, reviewing relevant medical history and reports and gathering developmental history and other information from the family. The vision specialist uses his/her clinical opinion along with the information contributed by all team members to assist in the determination of eligibility.

Vision Intervention Services:

Definitions/Activities:

The I&TC of VA vision specialist provides targeted intervention activities to achieve the integrated outcomes on the child's IFSP. The process of outcome achievement is shared between or among those involved with the eligible child, including the family, interventionists, community caregivers and others. The vision specialist provides intervention services to a child, or caregiver, or both for the purpose of enhancing the family's capacity to meet the child's developmental needs, enhancing the child's development and supporting the child's participation within the daily activities and interactions of the child and family's home and community routines. An emphasis is placed on the need for practice of skills and problem solving in the daily routines and activities, incorporating family members and other primary caregivers as active participants. I&TC of VA vision service is provided in the

eligible child's natural environment to the maximum extent appropriate as defined under Commonwealth policy and Federal regulations of Part C of IDEA.

Activities include:

- Assisting with and adapting activities, equipment and learning environments that promote the child's acquisition of skills in visual motor areas;
- Adapting functional and meaningful activities typically occurring in the child's routine, creating opportunities for the practice of new skills and collaborative problem solving with others to enhance development and future independence;
- Providing specific developmental, disability and intervention training based on the discipline's unique expertise to caregivers and other team members for the purpose of enhancing the child's development;
- Integrating intervention strategies across developmental domains;
- Direct therapeutic developmental activities with the child designed to enhance the child's development in one or more developmental domains;
- Providing families or caregivers with information, skills and support related to enhancing the development of the child;
- Providing family training and education to assist the family in understanding the special needs of the child;
- Providing support and consultation to a child's caregivers to increase the child's participation within community based learning opportunities, including training in the administration of strategies and activities of the IFSP, including safe and appropriate environmental modifications to promote the child's participation and development;
- Providing families or caregivers with information, skills and support to enable and empower the family; and
- Providing communication skills training, orientation and mobility training for all environments, visual training, independent living skills training and additional training necessary to activate visual motor abilities.

Vision Teaming:

Definitions/Activities

The I&TC of VA vision specialist, as a member of the child's IFSP team, participates in team planning meetings. Participation includes face to face and any real time electronic means of team communication with other team members and the family, to plan, design, develop and review activities to meet the child and family's needs, including, but not limited to, eligibility determination meetings and the development, review and evaluation of the IFSP document and individual clinical plan.

Activities include:

- Multidisciplinary evaluation team meeting with family/caregiver to determine eligibility for I&TC services;
- Individualized Family Service Plan meeting with intervention team and family to design appropriate outcomes and objectives, identify intensity, frequency, duration and location of services, used to develop the individual clinical plan and to plan for transition;

- Six month review of Individualized Family Service Plan and the individual clinical plan with intervention team and family to review continued appropriateness of IFSP and amend if needed; and
- Problem solving intervention strategies, including Assistive Technology strategies, among the team members, including the family.

Qualified Practitioner:

I&TC of VA vision assessment, services and teaming must be provided by a qualified vision specialist who meets the highest entry level standard within the Commonwealth for their respective discipline and who is credentialed through I&TC of VA.

Service Reimbursement Methodology:

Reimbursement is provided to a qualified I&TC of VA provider for evaluation/assessment, services and teaming activities completed face to face with the child and family or other primary caregiver. The face to face rate of reimbursement for I&TC of VA Vision Service is calculated to include related costs of training, consulting, documentation, planning and travel.

EXCEPTION: When intervention strategies require the vision specialist to provide modification or fabrication of assistive devices to promote the child's participation in typically occurring learning opportunities, reimbursement is available for services provided by the therapist if such fabrication results in a physical device for the child's use. Documentation must demonstrate why the modification could not be accomplished within the face to face activity. Modification activities which are not face to face are billed under the Provider Location service code

Service Parameter:

Assessment service is limited to initial and annual review of the IFSP, or under special circumstances when change in child status/needs warrants. Documentation in the child/family record must demonstrate such special circumstance: such as extended period without intervention due to surgeries or other medical issues, or identification of area of need not previously assessed. The ongoing assessment necessary to evaluate intervention strategies is considered a component of intervention and is not billed as a separate assessment activity.

AT will remain under EPSDT as is – need help here in linking those procedures

Assistive Technology Devices and Services

(1) *Assistive technology devices and services* are defined as follows:

(i) *Assistive technology device* means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of an infant or toddler with a disability. The term does not include a medical device that is surgically implanted, including cochlear implants, or the optimization (e.g., mapping) or the maintenance or replacement of that device.

(ii) *Assistive technology service* means any service that directly assists an infant or toddler with a disability in the selection, acquisition, or use of an assistive technology device. The term includes—

(a) The evaluation of the needs of an infant or toddler with a disability, including a functional evaluation of the infant or toddler with a disability in the child's customary environment;

(b) Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by infants or toddlers with disabilities;

(c) Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices;

(d) Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;

(e) Training or technical assistance for an infant or toddler with a disability or, if appropriate, that child's family; and

(f) Training or technical assistance for professionals (including individuals providing education or rehabilitation services) or other individuals who provide services to, or are otherwise substantially involved in the major life functions of, infants and toddlers with disabilities.

Assistive Technology (AT) Devices/Services

Definition/Activities:

Assistive Technology (AT) is defined as an item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain or improve the functional capabilities of young children with developmental disabilities. Assistive technology can enhance the lives of infants and toddlers with disabilities by providing them with opportunities for greater independence and participation in typical learning opportunities. Early access to assistive technology can promote the child's development by providing access to play and exploration experiences, interactions and relationship building and participation in other activities of the child and family's daily routines and activities. There is a very wide range of devices under this definition, including Velcro, adapted seating, specially adapted toothbrushes, eating utensils, canes, wheelchairs, robotics and augmentative communication aids. Because of this diversity, the cost of AT is expected to vary as well.

Assessment Process:

It is important to note that assessment is a process that takes place over a

period of time within the child and family's typical environment and should involve all relevant team members. The assessment process should include the full range of assistive technology from no to low to high technology equipment. This helps insure that the child will receive the assistive technology system that matches his/her needs, the family's needs and will be utilized by the child within natural routines. I&TC of VA does not purchase assistive technology solely for the purpose of isolated "therapy." Assistive technology should be considered when a child is unable to physically or cognitively participate in typical learning activities for a child his/her age. Initially, the local team meets and discusses the child and family's needs and expectations regarding AT.

Assessment for assistive technology needs should be incorporated into the overall assessment process and include a review of daily routines and activities and activities in order to determine the child's capabilities and participation needs (see Request Form). The assistive technology team should include any member of the child/family's support system who may be interested in participating in brainstorming adaptations and modifications. The team's assessment process should include consideration of modifying/adapting items currently available within the child and family's environment. All of this information will help the IFSP team determine features/functions of assistive technology systems the child might benefit from using. These identified features/functions are then tried with the child through trial periods.

State AT loan program?

Requesting Assistive Technology:

The IFSP team will determine which assistive technology device or adaptation best meets the child's need for participation. The local team will determine which AT meets the child and family's outcomes and objectives. Documentation will indicate why the particular item is needed, as well as what other alternatives have been evaluated or attempted. Part C practitioners involved in the fitting, adapting, or modification of particular devices and environments should document the assistive technology component of their service in the IFSP. The team will need to help the family look for other funding sources for AT which is more medically related or not part of the child and family's IFSP.

Need to insert current VA AT Medicaid policies and procedures, as well as I&TC of VA P&P related to AT in general.

Assistive Technology Devices May Include:

Covered services, when identified as needed to achieve an outcome of the IFSP may include:

- Prosthetics, orthotics and modular orthopedically designed seating devices (except those used to treat a medical condition) for the infant/toddler age group;
- Mobility devices, which may be dependent upon other abilities of the child in addition to mobility;

- Devices which assist a child to regulate sensory input and increase participation;
- AT interventions, language boards and other devices that can be manipulated manually and are designed to increase a child's cognition, discrimination and responsiveness,
- Specially adapted eating utensils,
- Devices which have been specifically designed to enable infants and toddlers with disabilities to perform activities of daily living, including to effectively communicate,
- Hearing aids and FM devices, augmentative/ alternative communication devices, specialized software designed to enhance communication and cognitive skills or enlarge images for children with visual impairments,
- Adapted switches which provide alternative access to toys and computers and
- The purchase, rental, or repair of equipment or materials identified in the IFSP.

Categories of Assistive Technology covered by I&TC of VA include:

Aids for Daily Living

Self help aids are designed for use in activities such as eating, dressing, personal hygiene, bathing and participation in typical daily activities.

Assistive Listening

Assistive listening devices to help with auditory processing may include hearing aids, personal FM units, environmental adaptations, or sound field FM systems.

Augmentative Communication

Augmentative communication systems may include symbol systems, non-electric alphabet boards, picture or object communications boards and wallets, electronic communication devices, speech synthesizers and communication enhancement software.

Environmental Control

Independent, self initiated control over activities in the environment can be achieved for children with physical disabilities through various types of environmental controls, including remote control switches and special adaptations of on/off switches to make them accessible (e.g. Velcro attachments, pointer sticks).

Mobility

Mobility devices include braces, self-propelled walkers and manual or powered wheelchairs. Mobility also refers to specialized training and aids for individuals with low vision, blindness or dual sensory impairments and may include long white canes, electronic image sensors which provide information through vibration and telescopic aids for reading signs or spotting other landmarks.

Visual Aids

General methods for assisting with vision needs include increasing contrast,

enlarging images and making use of tactile and auditory materials. Devices that assist with vision may include optical or electronic magnifying devices, low vision aids such as hand-held or spectacle-mounted magnifiers or telescopes, cassette tape recordings, large print books, Braille material and vision stimulation devices such as light boxes.

Assistive Toys and Switches

Because infants and toddlers and preschoolers learn through interacting with objects and people in their environments, assistive devices such as switches and switch-operated toys serve a vital role in the development of young children with disabilities. They provide these children with opportunities to develop their skills with both objects and their peers while giving them more control over their environment. A full range of toys can also ensure that children with special needs have a range of sensory inputs and that using these toys offer them a variety of different movement patterns. Finally, using switch operated toys helps to build important cause and effect and choice-making skills which help to promote a child's cognitive and communication development. I&TC of VA service coordinators should assist families with linkages to other resources for acquiring additional toys if this is a family need.

Positioning

It may be necessary to design positioning systems for a variety of settings so that the child can participate in multiple activities at home, child care, or other community setting in their natural environments. Examples of equipment used for positioning are side-lying frames, walkers, crawling assists, floor sitters, chair inserts, wheelchairs, straps, trays, standing aids, bean bag chairs, sand bags and so forth.

Assistive Technology services not covered by I&TC of VA include but are not limited to:

- Items/techniques used for the sole purpose of treating medical conditions, such as casting and braces;
- Items used for direct therapy treatment such as therapy balls, kneeling benches and standing tables. While these items may be used by individual therapists for multiple children, it is recommended that families be assisted to utilize inexpensive everyday items such as large play balls.
- Computers are not a covered item. If a child has specific needs documented in the IFSP and the team feels that computer software would best facilitate an outcome, I&TC of VA may pay for an adaptive device so that the child can access the computer, such as a Touch Screen, adaptive mouse, track ball, or specialized keyboard such as IntelliKeys.

Transportation and related costs includes the cost of travel (e.g., mileage, or travel by common carrier or other means) and other costs (e.g., tolls and parking expenses) that are necessary to enable an infant or toddler with a disability and the child's family to receive early intervention services.

Other services. This list is not inclusive. The services and personnel identified and defined herein do not comprise exhaustive lists of the types of services that may constitute early intervention services or the types of qualified personnel that may provide early intervention services.

Comment [sdma3]: How would you want to qualify "other" services for approval purposes? Identification of qualified staff?

DRAFT Iteration 4