



Early Intervention Service Standards

Department of Education and Early Childhood Development

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Nicole Gervais
Executive Director
Early Childhood Development Division
Department of Education and Early Childhood Development

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Contents

1.0	Introduction.....	6
2.0	Early Intervention Services	8
2.1	Definitions.....	8
	Ages and Stages/Ages and Stages Social – Emotional Questionnaire (3 rd edition)	8
	Attachment.....	8
	Atypical Caregiver Behaviors	8
	In-Depth Assessment.....	8
	Public Health Priority Assessment (PHPA).....	8
	Balanced Caseload.....	9
	Atypical Maternal Behavior Instrument for Assessment and Classification (AMBIANCE) (Bronfman, E.; Parsons, E.; & Lyons-Ruth, K. 1999)	9
	Individual Family Service Plan (IFSP)	9
	Infant-Parent Attachment Program (IPAP)	9
	Modified Interaction Guidance (MIG).....	9
	Voluntary Program	10
	Nipissing District Developmental Screen (NDDS)	10
	Creative Outreach.....	10
	In-Home Visitation.....	10
	Group-Based Parent Support.....	10
	Developmental Childcare	10
	Early Years Evaluation-Direct Assessment (EYE-DA).....	11
	Integrated Service Delivery:	11
	Child and Youth Team:	11
2.2	General Eligibility Criteria.....	11
2.2.1	Eligibility Criteria for In-Home Visitation Services.....	12
2.2.2	Eligibility Criteria for Infant-Parent Attachment Program	12
2.2.3	Eligibility Criteria for Group Based Parent Support.....	13
2.2.4	Eligibility Criteria for Creative Outreach.....	13
2.3	Referral Process	13
2.3.1	Early Intervention Services	13
2.4	Screening	14
2.5	Assessment	15
2.6	Service Delivery and Intervention Services	16
2.6.1	Home Visitation.....	16
2.6.2	Infant-Parent Attachment Program.....	18

2.6.3	Group-Based Parent Support.....	18
2.6.4	Creative Outreach.....	19
3.0	Developmental Childcare Services	21
3.1	Definitions.....	21
	Day Care Assistance Program (DAP)	21
	Designated Centre – Parent Subsidy	22
	Functional Challenge	22
3.2	Eligibility Criteria for Developmental Childcare Services	23
3.2.1	Criteria.....	23
3.3	Responsibilities of the Family and Early Childhood Agency for Developmental Childcare Services 23	
4.0	Transition to School – Intervention with Families of Children Ages 4-5.....	26
4.1	EYE-DA Eligibility Criteria	26
4.2	Referral Process	26
4.3	EYE-DA Screening	27
4.4	Intervention.....	27
	Intervention following EYE-DA for children aged 5 to 8.	28
4.5	Transition to School	29
5.0	Case Management	30
5.1	Individual Family Service Plans (IFSP)	31
5.2	Families Waiting for Service.....	32
5.3	Record Keeping	32
5.4	Consent for Release of Information.....	33
5.4.1	Written Consent Form.....	33
5.4.2	Disclosure of Information Without Consent	33
5.5	Caseloads.....	34
5.6	Transitions	35
5.6.1	Entry into a Licensed Early Learning and Childcare Facility	35
5.6.2	Transition from Early Intervention Services to School	35
5.7	Management of Referrals to Other Services	36
5.8	Case Transfer	36
5.9	Case Closure	37
6.0	Administration.....	38
6.1	Retention of Files	38
6.2	Staff	38
6.3	Director	39
	Reflective Supervisor	40

Early Interventionist	41
6.4 Compliance with Legislation.....	42
6.5 Board of Directors - Administrative and Service Delivery Policies	42
7.0 Accountability.....	44
7.1. Audited Financial Report.....	45
7.2 Annual Report.....	45
7.3 Intervention Audit/Review	45
7.4 Clinical Practices and Outcome Indicators	46
Appendix A – Early Intervention Services - Intake Form.....	47
Appendix B – Early Intervention Services - Screening Summary Form	50
Appendix C– Early Intervention Services – Assessments Summary Form	51
Appendix D– Early Intervention Services – Individual Family Service Plan (IFSP)	55
Appendix E – Developmental Childcare Services – Child’s Individual Service Plan (ISP)	60
Appendix F – Developmental Childcare Services - Child’s Progress Report	61
Appendix G – Developmental Childcare Services DAP - Approval Form.....	62
Appendix H – Developmental Childcare Services New Brunswick Early Learning Centre (NBELC) - Approval Form	64
Appendix I – Early Intervention Program - Parental or Legal Guardian Consent Form	66
Appendix J – Early Intervention Program - Consent to Release and Receive Information.....	67
Appendix K – Early Intervention Services - File Transfer Notification	69
Appendix L – Early Intervention Services - Discharge Report	70
Appendix M – Early Intervention Services - Parent Satisfaction Questionnaire	72
Appendix N – Monthly Statistical Report	73
Appendix O – Child Custody Form.....	78

1.0 Introduction

The Early Intervention Program offers targeted services to families of children aged 0 to 8 who are at greatest risk of developmental delays. It provides screening, assessment, intervention and case management services to families and connects families to other helpful resources when intensive intervention is not recommended. The Family and Early Childhood Agency is part of the early childhood network(s) in their community. The Department of Education and Early Childhood Development (EECD) contracts these services with 7 approved Family and Early Childhood Agencies that are community based and operate under non-profit governance. There are 3 Francophone agencies and 4 Anglophone agencies.

Children under 8 years with a risk of developmental delays require effective and well-timed interventions. The intensity of an intervention should be proportionate to the extent of need. The Early Intervention Program is not mandated; therefore, participation of the families is on a volunteer basis.

The goals of the program focus on healthy childhood growth and development, quality parent-child interaction, and family wellness through voluntary in-home visitation, among other activities. The model is based on Healthy Families America critical elements, which provide a competency based framework for intervention and evaluation.

Family and Early Childhood Agencies must offer the following services:

- Infant-Parent Attachment
- Group-Based Parent Support
- Creative Outreach
- In-Home Visitation
- Developmental Childcare
- Transition-to-school activities including the Early Years Evaluation – Direct Assessment (EYE-DA and follow-up as required according to provincial guidelines which will come into effect June, 2019)

and

- be the single-entry point for their services by accepting referrals from all professionals as well as from parents/legal guardians
- screen for service eligibility
- assess the child and family need(s) for eligibility
- use the assessment data to make service delivery decisions
- assume case management responsibilities using standardized and validated tools to identify the risk and protective factors
- develop an individual family service plan based on the needs of the child and family
- develop goals and outcome indicators for each child and family receiving services
- maintain up to date enrolment, retention, and service completion data
- be the primary entry point to the Integrated Service Delivery program for preschool children and families

Helpful Information

Public Health, through the Regional Health Authorities, will continue universal screening of newborns and offer the Healthy Toddler Assessment, a developmental screen for children at the age of 18 months.

Public Health's primary intervention strategy will be the Nurse Home Visiting Program. This will offer up to 24 months of in home intervention for first time mothers.

The Early Intervention Agency Standards establish a minimum level of performance to meet compliance requirements established by the Department of Education and Early Childhood Development. Compliance with the Standards is therefore mandatory. These standards apply only to Family and Early Childhood Agencies that have a Professional Services Agreement with the Department of Education and Early Childhood Development.

2.0 Early Intervention Services

2.1 Definitions

Ages and Stages/Ages and Stages Social – Emotional Questionnaire (3rd edition)

The Ages and Stages tool is a validated and recognized developmental assessment that is designed to:

- give a picture of the child’s developmental progress in all domains,
- provide a standardized point of comparison.

The Ages and Stages–Social Emotional Questionnaire includes an additional measure of social-emotional development.

Both assessments are used in order to give a comprehensive view of the child’s development. The Ages and Stages and the Ages and Stages-Social Emotional questionnaires will be used to assess for services and for the development of the Individual Family Service Plan (IFSP).

Attachment

Attachment between a child and his/her parent(s) is defined as a reciprocal, profound, emotional and physical relationship which sets the stage for all future intimate, trusting relationships. Under optimal conditions, it is a natural occurrence which is genetically programmed and ensures the survival of the species. Attachment ensures that when a vulnerable being (baby) experiences tension caused by need or fear that it will seek the physical proximity and comfort of its attachment figure (caregiver). Positive attachment relationships develop as a result of predictable and reliable responses from parent figures which provide at least reasonable satisfaction from the tension created by the need. (John Bowlby, 1969)

Atypical Caregiver Behaviors

Frightened or frightening caregiver behaviors identified by Bronfman, Parsons & Lyons-Ruth (1999) that are correlated to the development of disorganized attachment (See AMBIANCE).

In-Depth Assessment (adapted from the *Healthy Babies Healthy Children In-Depth Assessment Tool*, Government of Ontario)

A comprehensive assessment designed to identify a family’s strengths and potential risk factors and to identify what resources and services the family may require.

Public Health Priority Assessment (PHPA)

A validated assessment tool that is used to identify infants at risk for developmental delays.

Balanced Caseload

This concept assigns equitable caseloads, taking into account travel time to and from the family's home, the complexity of the case, and the number of risk factors.

Atypical Maternal Behavior Instrument for Assessment and Classification (AMBIANCE) (Bronfman, E.; Parsons, E.; & Lyons-Ruth, K. 1999)

A coding system for Infant-Parent Attachment interactions. It classifies and lists five dimensions of atypical caregiver behaviors associated with disorganized infant-parent attachment.

Individual Family Service Plan (IFSP)

A written plan that provides a framework designed to enable families and professionals to work together as a team. The plan should have clearly defined and measurable outcomes related to the agreed upon goals by the family and agency, family strengths, and risk factors identified in the assessments.

Infant-Parent Attachment Program (IPAP)

A program designed to increase secure attachment in infants through targeted primary prevention in order to reduce the likelihood of children having attachment-related developmental difficulties. This program also targets parents/guardians in the general population who may be at risk of promoting the development of insecure or disorganized attachment in their infants. In this program, parents/legal guardians learn to accurately identify and respond to their infant's cues and signals, especially when the infant is in distress. They also learn how to understand and respond to their infant's behavior and how to have fun with their baby. The program provides information on behaviors that parents/legal guardians should adopt to strengthen the parent child relationship and to build self-esteem in babies. The program goal is to support the parent to better understand their role in the development of their child. Healthy attachment leads to children who have good self-regulatory strategies, are better able to deal with their feelings, are more curious, are more prepared to learn and explore and are more confident and cooperative.

Modified Interaction Guidance (MIG) (developed by Diane Benoit, 2002)

A five-session intervention using video feedback to the parent or primary caregiver.

The focus is on five positive interactions when the caregiver:

- is at the same level
- is in a position to have good eye contact
- is face to face with the baby
- shows appropriate affect
- follows the baby's lead

Guidance includes giving the caregiver feedback on one response that needs to change based on behavior identified in the AMBIANCE.

Voluntary Program

The programs and services provided by the Family and Early Childhood Agency are not legislated. Participation in the Early Intervention programs and services are therefore voluntary and at the absolute discretion of the family based on legal custody. In cases where parents are separated but legal custody is not established, Appendix O will provide attestation of parental responsibility.

Nipissing District Developmental Screen (NDDS)

A screening tool that explores a child’s development in the following areas: vision, hearing, speech, language, communication, gross motor, fine motor, cognitive, social/emotional and self-help.

Creative Outreach

A systematic approach that recognizes that many families need to establish a sense of confidence, have a better understanding of the services, and be assured confidentiality before agreeing to initiate service. Persistent and respectful outreach methods are used to encourage families to accept services and also to reconnect with families that have become disengaged after a certain period of time.

In-Home Visitation is defined as regular face-to face interaction that occurs between the agency staff and the family. Home visits allow the agency staff to establish a solid rapport and trust with families, to meet the family needs as children develop and as family circumstances change, and to become truly supportive of families. Home visits last approximately one hour and the child typically must be present.

Group-Based Parent Support

Support groups can be another way to provide parents with tools and support to increase their confidence in their parenting skills and capacities, while providing a safe place where they can share, learn new skills, and provide inter-peer mutual support.

Developmental Childcare

Developmental Childcare is part of an intervention plan that targets children with developmental delays who would benefit from participation in a program in an licensed early learning and childcare facility.

Early Years Evaluation-Direct Assessment (EYE-DA) is an assessment individually administered to measure the development of children aged 3 to 5 years. The EYE-DA assesses the following four domains:

- awareness of self and environment
- cognitive development
- language and communication
- physical development

Integrated Service Delivery: ISD is a local/regional governance and service delivery framework that enables partners to better work together, using a coordinated and integrated approach to meet the needs of children and youth at risk. ISD is intended to address service gaps in early assessment and intervention services for children, youth and their families. In the provision of ISD assessment and intervention supports, core areas of functioning and needs related to the positive development of children, youth and their families provide a specific focus of intervention services. The goal of ISD is to enhance the system capacity to respond in a timely, effective and integrated manner to the strengths, risks and needs profiles of children, youth and their families (right service intensity at the right time) (ISD Framework 2015).

Child and Youth Team: The Child and Youth team is composed of a combination of professionals and paraprofessionals who have expertise in the delivery of assessment and intervention services in community, family, and school-based settings. The team has the ability to provide assessment, support and intervention services to reduce the need for delivery of more intrusive supports. They have the ability to provide intervention services at a child or youth's school and to involve families in developing Individual Family Service Plans from their homes or their communities. (ISD Framework 2015).

2.2 General Eligibility Criteria

To be eligible for **Early Intervention** services offered by a Family and Early Childhood Agency, all of the following criteria must be met.

The child must:

- be eight years old or younger
- have a developmental delay or have been identified to be at risk of having a developmental delay

The parents/legal guardians must:

- sign a consent form to participate in the service
- live within the geographical boundaries of the agency providing the service

Helpful Information

Early Intervention and Child Protection

Many families who are referred to Child Protection and Family Enhancement Services are eligible for Early Intervention Services but did not self refer due to family risk factors. The Early Intervention Agency will screen and assess Child Protection referrals based on the criteria in these Standards. The Family and Early Childhood agency staff, Child Protection staff, and the family will collaborate on setting family goals to include the information and assessments from Child Protection's interaction with the family which may be critical to moving forward. However, the goals and activities must be within the scope and range of Early Intervention Services as described in these Standards.

2.2.1 Eligibility Criteria for In-Home Visitation Services

To be eligible for **In-Home Visitation Services**, all of the following criteria must be met:

- the child must be age 8 or younger
- the family must score moderate or high risk on the In-Depth Assessment too
- professionals (for example: Health, Education and Early Childhood, Social Development) have requested their services and there is an apparent need
- the EYE-DA results demonstrate a significant need that would be better met through in-home visitation
- in-home visitation would have a significant, lasting benefit for the family
- the family expresses and shows difficulties in dealing with their child and have challenges with respect to parenting skills

Note: Intensive in-home visitation is a priority for families with children aged 0 to 4. Family and Early Childhood Agencies may offer in-home visitation services directed to parent support for parents of school aged children.

2.2.2 Eligibility Criteria for Infant-Parent Attachment Program

To be eligible for the **Infant Parent Attachment Program**, all of the following criteria must be met. The parents/legal guardians must:

- have an infant less than 12 months of age (to permit the intervention to be completed by the age of 18 months)

and

- have scored ≥ 6 on Section C of the PHPA Public Health Priority Assessment (PHPA)

or

- The Early Interventionist by their observation or assessment have determined that the parent would benefit from the attachment program

2.2.3 Eligibility Criteria for Group Based Parent Support

To be eligible for **Group Based Parent Support**, all of the following criteria must be met:

- the family scores moderate to high risk as determined by the In-Depth Family Assessment tool
- there are a minimum of three families followed by the agency whose needs can be met through participation in a support group (additional families can be included in the group at the discretion of the agency)
- there are no other group based parent supports in the community available to meet the assessed needs of the family

2.2.4 Eligibility Criteria for Creative Outreach

To be eligible for **Creative Outreach**, the following criteria must be met:

- the family has been screened and assessed and is eligible for Early Intervention services,
- the family is undecided whether to commit to services
- the family is unavailable due to extenuating circumstances

2.3 Referral Process

2.3.1 Early Intervention Services

The Family and Early Childhood Agency may receive **referrals** from one or more of the following:

- a parent
- family physician
- pediatrician
- speech and language therapist
- occupational therapist
- child protection social worker
- public health nurse

In all cases, parents/legal guardians must give permission for the referral before initiating any intervention.

Public Health referrals must indicate the family's language preference and be accompanied by one of the following assessments completed by the Public Health Nurse:

- Public Health Priority Assessment (PHPA) screening tool administered at birth
- completed Ages and Stages and/or the Ages and Stages–Social Emotional Questionnaire
- other assessment tools used by Public Health as part of their 18-month Healthy Toddler Assessment

2.4 **Screening**

The Family and Early Childhood Agency must screen all children and families who consent to Early Intervention Services in order to determine service eligibility, except those referred by Public Health.

To **screen** for all early intervention services, the Family and Early Childhood Agencies must complete:

- Intake/Referral form (Appendix A)
- Nipissing District Developmental Screen and the Brief Assessment Tool
- Screening Summary form (Appendix B)

Note that, if the referral comes from Public Health, it is not necessary to repeat assessments that have already been completed.

The screening process may be completed by **phone** or in **person**.

When screening is completed by **phone**, the agency staff must:

- speak directly with the parent or legal guardian
- ask for their preferred language of service
- If their preferred language of service is French, explain service alignment and ask if the family would like their referral to be transferred to the Francophone agency offering services in their school district
- document/record in the child's file that the parent has agreed to be screened
- have parents/legal guardians sign a consent form (Appendix I) on first face to face contact

When screening is completed in **person**, the agency staff must:

- ask for their preferred language of service.
- If their preferred language of service is French, explain service alignment and ask if the family would like their referral to be transferred to the Francophone agency offering services in their school district
- have the parents/legal guardians sign a consent form to participate in the program (Appendix I)

Service initiation begins with the screening process with the use of standardized assessments to identify the family's level of risk. It includes giving parents/legal guardians information about community resources for families, parenting and child development information and individualized referrals to appropriate professional and community services. This is an ideal time to engage parents/legal guardians in the programs.

2.5 Assessment

To assess the family's need for all early intervention services, the Family and Early Childhood Agencies must:

- complete the assessments directly with the child and parents/legal guardians
- complete the Ages and Stages and the Ages and Stages–Social Emotional to determine what services, and what level of services are needed to best meet the needs of the child and the family
- complete the In-Depth Assessment to establish i) risk levels, ii) areas identified as needs, and strengths/protective factors, and iii) additional resources required

Based on the above assessments, families may be eligible for:

- In-Home Visitation Services
- Infant-Parent Attachment Program
- Group-Based Parent Support
- Developmental Childcare
- Creative Outreach

Following the completion of the assessments, the agency staff must complete the Assessments Summary Form (Appendix C) and consult with the reflective supervisor to determine:

- what services will be provided
- the level/intensity of intervention that will be offered to the family

Prior to initiating Early Intervention Services, the following must occur:

- the reflective supervisor must determine the most appropriate intervention service for the family
- development of an Individual Family Service Plan (Appendix D) with the family
- assigned agency staff must contact the family to schedule intervention

Screening, assessment, and initiation of the service plan must be completed within 60 working days after the referral is received.

Mandatory assessments must be conducted at, but not limited to, the following intervals:

- as part of the initial assessment to determine the services to be provided
- every six months, except for the Infant-Parent Attachment Program and Creative Outreach
- to determine program eligibility and follow-up with children evaluated at high risk through the EYE-DA

Helpful Information

Assessments are intended to identify, document, support and promote children's learning and development.

The In-Depth Assessment provides information concerning:

- child's physical growth and development
- mental and intellectual capacities of caregivers to care for the child
- caregiver motivation and responsibility
- availability of social supports
- food security and nutrition
- substance use and abuse
- family violence

This is a comprehensive assessment designed to identify a family's strengths and potential risk factors and to identify what resources and services the family may require.

2.6 Service Delivery and Intervention Services**2.6.1 Home Visitation**

Through **Home Visitation**, Family and Early Childhood Agencies must:

- ensure that one parent or legal guardian is present during the visit
- offer services in accordance with the "Criteria for Intensity of Service" (see table below) to either increase or decrease intensity
- provide support, assistance and guidance to families on child development and to help foster that development
- assist/guide families in developing appropriate expectations for their child's development
- help promote parent-child bonding and attachment
- link parents to formal supports (services, professionals, etc.) and informal supports (peers, family, etc.)
- link the child and family to the Child and Youth team under Integrated Service Delivery in their region, as necessary

The intensity of home visits must be based on:

- the needs of the child and the family
- the level of service determined by the Ages and Stages and Ages and Stages-Social and Emotional Questionnaire
- the level of risk, as identified by the In-Depth Assessment
- the complexity of the case, as determined by the professional judgment of agency staff
- availability of the parents

The agency staff must always consult with the reflective supervisor before making any changes to the level of intensity of home visits.

The reflective supervisor is responsible to make clinical judgments regarding the level of intensity of the service.

The Family and Early Childhood Agency will match the intervention to the strengths and needs of the child and the family.

CRITERIA FOR INTENSITY OF SERVICE

High Intensity (Weekly Visits)

There are intense family needs which may be linked to the following influencing factors:

- level of coping skills of family members
- level of parenting skills/knowledge/understanding
- developmental or behavioral challenges of the child
- the role and relationship of the agency staff is not yet established with family
- major events or transitions are occurring in the child or family's life
- there is an absence of other key supports, resources or services. These may include informal or formal supports and specialist services, such as occupational therapy, physiotherapy, and speech language pathology

Medium Intensity (Biweekly Visits)

There are moderate family needs which may be linked to the following influencing factors:

- the role and relationship of the agency staff has been established with the family and the family is actively involved in fostering their child's development, but requires encouragement and support
- a support network for the family or involvement of other service providers exists
- the family is able to manage the activities of daily living with less support

Low Intensity (Monthly Visits)

There are reduced family needs which may be linked to the following influencing factors:

- the family is temporarily engaged with other services or activities. For example, this may include a training program, other appointments or life circumstances
- the family is maintaining or improving on the goals set in the intervention plan and requires occasional consultation
- there is a transition plan to a licensed early learning and childcare facility or entry into the public school system
- early intervention service goals are being monitored to ensure that they are maintained prior to closure

2.6.2 Infant-Parent Attachment Program

Family and Early Childhood Agencies must:

- follow the criteria identified in the guidelines for Modified Interaction Guidance
- follow the recommendations of the provincial Attachment Program trainer(s),
- provide interaction guidance through video feedback as part of each session
- provide additional information and activities for the family that support the development of secure attachment in the infant

Helpful Information

The Modified Interaction Guidance Program (MIG) addresses potential problems with infant-parent attachment by teaching caregivers increased sensitivity and responsiveness to their infant. This promotes the formation of secure attachment in the infant. It also focuses on reducing atypical caregiver behaviors, which are linked to the development of disorganized attachment by infants between 12 and 18 months of age.

The Circle of Security program can provide additional teaching and group format information that helps many parents to promote secure attachment. It can be used with families of infants younger than 6 months or with families that do not complete MIG but it does not replace MIG as a primary strategy to reduce atypical caregiver behaviors leading to disorganized attachment in the child.

2.6.3 Group-Based Parent Support

Group based parent support can be an effective way to teach new skills to more than one family at a time. Group dynamics can be used to facilitate learning, and transfer of knowledge. Facilitated group interaction can assist parents in jointly solving problems and can be more powerful in inducing change than individual interventions.

Group sessions can be offered when:

- there is a minimum of three families followed by the agency whose needs can be met through participation in a support group (additional families can be included in the group at the discretion of the agency)
- groups can be arranged with other community partners such as the Family Resource Centers to deliver parenting skills training
- collaborating with the Talk with Me program provides opportunities to promote speech and language development through group activities

Helpful Information

Group-Based Parent Support, as a complement to In-Home Visitation services, can provide a way to help families manage their social network challenges.

Agency staff may offer parents/legal guardians who have children between the ages of birth to 8 years, and who have concerns regarding parenting. Support through groups with a focus on subjects such as, but not limited to: attachment, positive parenting and speech and language, when the service is not offered by any other community resource.

Agency staff will refer families to other community agencies for specialized services, parenting supports and information, when they are available.

Group-Based Parent Support should meet parents/legal guardians' needs, reduce stress, improve the home environment, create healthy conditions for children and build parental capacity.

Regular evaluation and critical examination of the methodology and material is also required so that the teaching and information delivered within the groups is up-to-date and thus accurate at the time of delivery.

2.6.4 Creative Outreach

Family and Early Childhood Agencies must use a Creative Outreach approach to engage with families that are hesitant or uncertain about services. The Creative Outreach approach can be used to communicate with families that are difficult to engage, that cancel appointments regularly, or are often not available for home visits.

Creative Outreach can be a way to offer continued support when there are extenuating circumstances preventing the family from full participation in the program. It is not a means of managing a wait list.

For families that are unavailable for a specific period of time but are still interested in the agency's services, the case will be put "on hold" until a date identified by the family. If the family does not contact the agency on the scheduled date, the agency will follow up by phone to see if services are still required. If they are, the agency will resume services. If they are not, the file will be closed. A file should not remain on hold for more than 90 days.

In situations where Creative Outreach is used, the Family and Early Childhood Agency must:

- use positive outreach methods that are intended to build family trust, be non-intrusive, respectful, empowering, and enjoyable for families
- maintain families on Creative Outreach when there are extenuating circumstances in the family
- maintain Creative Outreach for up to 90 consecutive days after the initial screen for families that are initially reluctant to accept the service
- maintain Creative Outreach for up to 90 consecutive days after the last in-home visit for

families that initially accepted early intervention services but have since then become disengaged

At the end of the 90-day period, if the family still does not want to participate in services or is still unable to resume services, the agency staff must:

- consult with the reflective supervisor and terminate the Creative Outreach service, informing the family that it can receive early intervention services in the future if it feels the need and is ready to engage in them;
- document the decisions in the family's file.

Helpful Information

Some families do not recognize the benefits of In-Home Visitation services or may be distrustful of people offering assistance. Therefore, persistent and sensitive outreach efforts should be extended to those families who are hesitant to accept services, but have not clearly indicated an unwillingness to accept services. Persistent and sensitive outreach is beneficial because:

- these parents/legal guardians require persistent and sensitive efforts to establish a relationship so they can be in a better position to know whether the offered service is one that can be of benefit to them;
- families may decide after a period of time that services will be helpful;
- families may recognize that situations at home are more stressful than anticipated;
- families may develop a sense of trust with the agency staff who offers and follows through with services, increasing their likelihood of eventually accepting services.

Creative Outreach strategies may take the form of a telephone call, newsletters and/or invitation to take part in parenting support activities and educational activities such as information sessions.

Outreach efforts permit families to take advantage of services when they are ready to accept them.

3.0 Developmental Childcare Services

Developmental Child Care Services may be offered to families who are eligible for Early Intervention services. As part of the family's overall Individual Family Service Plan (IFSP), the Family and Early Childhood Agency's primary goal is to determine whether a child aged 3 to 5 is at risk or has a developmental delay that could be addressed by participating in a licensed early learning and childcare facility. In order to determine if the child will require additional supports to fully participate in Developmental Childcare Services an assessment of their functional challenges will be completed.

The early learning and childcare Individual Service Plan (Appendix E) must reflect the child's strengths and be based on the agency's assessments using the mandatory tools. It must be designed in collaboration with the parents/legal guardians, the director of the licensed early learning and childcare facility, and/or other professionals working with the family.

Families who are not normally eligible for tuition subsidies may be approved for payment of up to 12 hours per week of tuition to allow participation in an early learning and childcare facility.

Children diagnosed with autism spectrum disorder who receive intensive preschool intervention services from an approved agency in the province are not eligible for Developmental Childcare Services once regular intervention from the Preschool Autism Program has commenced (after assessments and planning are completed). The Family and Early Childhood Agency, Social Development (for DAP), or EECD (for Designated Centre – Parent Subsidies) and the autism intervention agency need to collaborate in order to maintain continuity of placement in an early learning and childcare facility if the plan is for the child to receive the preschool autism intervention in an early learning and childcare setting.

3.1 Definitions

Day Care Assistance Program (DAP)

This program is intended to help families access affordable and quality child care services in a licensed early learning and childcare facility. It provides financial assistance to help support the cost of child care for parents accessing a licensed early learning and childcare facility.

Eligibility for the Day Care Assistance Program depends on the family's situation, needs and net income. Parents/legal guardians may be required to pay the difference between the daily subsidy rate for which they are eligible under DAP and the daily rate charged by the early learning and childcare facility. The approved funding is provided monthly directly to the early learning and childcare facility. The Daycare Assistance Rate Table for the subsidy can be found here: https://www2.gnb.ca/content/gnb/en/departments/education/elcc/content/day_care_assistance/ate.html

Designated Centre – Parent Subsidy

Designated New Brunswick Early Learning Centres provide quality, affordable and accessible child care for New Brunswick families. The Designated Centre – Parent Subsidy is a program offered to help families pay for the cost of child care when attending a designated New Brunswick Early Learning Centres. The Designated Centre – Parent Subsidy calculator can be found here: https://www2.gnb.ca/content/gnb/en/corporate/promo/improved_early_learning_and_child_care/designated_care_subsidy_estimator.html

Parents should be encouraged to register with the parent portal to access more information: <https://www.nbed.nb.ca/parentportal>

Eligibility for the Designated Centre – Parent Subsidy depends on the family's situation, needs and net income. Parents/legal guardians may be required to pay the difference between the daily subsidy rate for which they are eligible and the daily rate charged by the early learning and childcare facility. The approved funding is provided monthly directly to the early learning and childcare facility.

Functional Challenge

A functional challenge exists when a child's disability limits their participation in a social environment without additional supports.

A child may have a significant disability, yet be able to function in a variety of environments without additional supports. The evaluation of functional challenge is intended to quantify to what extent the child's participation in an early learning and childcare setting is contingent on the provision of support staff.

The following descriptions will be used to guide decisions for children's eligibility for support under Developmental Childcare Services:

Cognitive: delays in learning-related skills, problem solving, reasoning and comprehension

Emotional/behavioral: inability to self-regulate consistently interferes with the child's social development, e.g. acting out, staying on task, sharing, getting along with others, withdrawal and aggression

Physical: disability in medical/health, mobility and/or self-care needs that consistently interferes with development

Sensory: visual and hearing impairments

Communication: delays in receptive (in) and expressive (out) language

3.2 Eligibility Criteria for Developmental Childcare Services

Determining the child's eligibility for Developmental Childcare Services is the responsibility of the Family and Early Childhood Agency.

3.2.1 Criteria

To be eligible, each of the following criteria must be met:

- The child must:
 - be between age 3 and school entry
 - demonstrate one or more of the following types of functional challenges: cognitive, emotional/behavioral, physical, sensory, and communication as determined by the agency staff or medical professional
 - demonstrate a moderate to high risk in the In-Depth Family Assessment used by the Family and Early Childhood Agency
- Children who are school aged must have an exemption delaying school entry under the Education Act in order to receive Developmental Childcare services past the date of mandatory school attendance.
- The parent/guardian must:
 - become or already be a client of the Family and Early Childhood agency with an active Individual Family Service Plan

3.3 Responsibilities of the Family and Early Childhood Agency for Developmental Childcare Services

To assess for all Developmental Childcare Services, the Family and Early Childhood Agencies must:

- complete the assessment directly with the child and family; and
- complete the Ages and Stages and Ages and Stages–Social Emotional questionnaires and the In-Depth Assessment to determine what services and what level of services are needed to meet the needs of the child and family; and
- assess the child as having demonstrated one or more functional challenges; and
- develop an intervention plan with the parents/legal guardians, the early learning and childcare facility director and other professionals involved. This plan must include a description of the developmental goals and outcomes expected of the child's participation in a licensed early learning and childcare facility. (DCC ISP Form Appendix E)

The intervention plan will require parent participation in a case conference with the Family and Early Childhood Agency and the licensed early learning and childcare facility once assessments are completed.

Helpful Information

Additional assessments which identify that the child has demonstrated one or more functional challenges and would benefit from attending an licensed early learning and childcare facility may also be provided by:

- the child's pediatrician;
- speech and language pathologist;
- occupational therapist;
- other specialized medical professional.

It is not necessary to repeat the assessments done by other professionals.

The agency staff must consult with the reflective supervisor to determine if Developmental Childcare is the appropriate service to meet the needs of the child.

When the reflective supervisor has approved the child's participation in Developmental Childcare, the agency staff must:

- inform parents of the decision
- work in collaboration with the parents to identify an appropriate licensed early learning and childcare facility for the child
- confirm early learning and childcare rates and determine if the family can afford the difference between rates charged by the facility and the amount they are eligible to receive. The agency can request that the total costs of tuition be paid by EECD in the best interests of the child in cases where the family is unable to assume any costs related to the service
- If applying for DAP funding, submit a completed Approval Form (Appendix G) to the regional Social Development office indicating the benefits that were approved, and if a referral to the Day Care Assistance Program is required
 - If the family receives income assistance benefits from Social Development, the Approval Form must be forwarded directly to their case manager
 - If the family does not have an active case plan with Social Development, the parent must communicate directly with Social Development's referral/screening service
- If applying for the Designated Centre – Parent Subsidy, submit a completed Approval Form Part A (Appendix H) to the Designated Centre – Parent Subsidy Program indicating the benefits that were approved, and if a referral to the Designated Centre – Parent Subsidy Program is required. Submit a completed Approval Form Part B (Appendix H) to Social Development if an aide or transportation benefits are required
- organize a case conference with the parents/legal guardians, early learning and childcare staff, and partners involved with the child to develop and share an Individual Service Plan that meets the child's needs

- work in partnership with the licensed early learning and childcare facility to ensure that the goals previously identified in the Individual Service Plan (Appendix E) continue to address the child's developmental needs while attending the facility
- complete a progress report (Appendix F) using information from a meeting or conference call with the licensed early learning and childcare facility and parents every six months. The report must detail the child's developmental progress, outlining strengths and challenges
- The purpose is to verify that the goals established are targeting the child's needs and that the child is making progress towards achieving these goals. This will determine if Developmental Childcare services are still required
- If services are terminated, provide the Daycare Assistance Program or the Designated Centre – Parent Subsidy Program with a notice of termination of services two weeks before the scheduled termination date
- close the case once the child has reached their developmental goals

Assessments must be conducted at, but not limited to, the following intervals:

- at the start of Developmental Childcare Services
- at six-month intervals, the agency staff must hold a case conference with the early learning and childcare facility and the parents/guardians to receive a progress report and to determine if the need for developmental childcare is still present. This will ensure continued funding, if needed.

4.0 Transition to School – Intervention with Families of Children Ages 4-5

Transition to school is the collective responsibility of families, early childhood networks, communities, school districts and schools. Family and Early Childhood Agencies will participate in local activities that support transition to school.

Family and Early Childhood Agencies are responsible to administer the Early Years Evaluation - Direct Assessment (EYE-DA), which measures developmental outcomes in four areas. This assessment serves to identify each child's developmental strengths and challenges and provides the opportunity for parents to address areas of potential difficulty prior to school entry with the purpose of effecting a positive transition.

Family and Early Childhood Agencies will offer follow-up with all children identified as having difficulty in one or more developmental areas.

For children assessed as low risk, this may be in the form of provision of information, or a referral to other early childhood services in their communities. This will provide a variety of supports and learning opportunities that will help the child's learning and facilitate his/her transition to school.

For children assessed as moderate-to-high risk additional assessments to clearly identify the needs, risk factors and protective factors (ASQ-3, ASQ-SE and thorough assessment of the family) will be completed. The Agency will then provide direct intervention and/or support, as appropriate.

EYE-DA follow-up and a positive transition to school is the joint responsibility of the many partners who work in collaboration with Family and Early Childhood Agencies and School Districts to ensure a smooth transition for children. These partners include, but are not limited to the schools, Family Resource Centers, public libraries, and Talk with Me.

4.1 EYE-DA Eligibility Criteria

All children who are registered for kindergarten are invited to complete the EYE-DA on a volunteer basis. Although this is a universal service, parents may choose not to have their child evaluated.

4.2 Referral Process

With the consent of parents, school districts provide names and contact information for kindergarten registrants to Family and Early Childhood Agencies to initiate the assessment process. Early intervention staff will work in collaboration with the school to schedule an appointment with the family for the EYE-DA.

4.3 EYE-DA Screening

The Family and Early Childhood Agency must use the EYE-DA to screen all children who are referred at kindergarten registration. While parents/legal guardians may opt out, every effort must be made to encourage their participation.

Family and Early Childhood Agencies must work closely with districts and schools to integrate their EYE-DA screening activities with the kindergarten registration carried out by schools.

Family and Early Childhood Agencies must submit the data from the EYE-DA to The Learning Bar (TLB) which is the contracted service provider responsible for the data analysis under contract.

Once analyzed by The Learning Bar the reports are returned to the Agency for review and follow-up with children, where necessary.

Family and Early Childhood staff must participate in the training provided by The Learning Bar regarding EYE-DA administration, guidelines for interpreting results, and data entry into their system.

Family and Early Childhood Agencies must report back to families on the outcome of their child's EYE-DA assessment, including offering recommendations for follow up supports and activities for children who may be at risk.

4.4 Intervention

Intervention following EYE-DA for children aged 4 to 5 (kindergarten entry).

Parents of children who are assessed as low risk will be provided with recommendations to other community services.

Parents of children who are assessed as medium to high risk will be offered intervention services. If accepted, Family and Early Childhood Agencies must screen, assess, and offer targeted intervention. Agency staff will offer the best strategies to prepare children and their families for school. They will provide a continuum of interventions targeted to the child's specific needs that will identify and address their developmental delays.

Agency staff are responsible to develop and manage an Individual Family Service Plan for preschool children who are most at risk to support them to develop the competencies to be successful in school and in life.

Intervention following EYE-DA for children aged 5 to 8.

Family and Early Childhood Agencies may continue to provide supports and intervention to high risk families of children to the end of the school year for children who are age 8. Interventions with families of children up to age 8 who are attending school must only be with the parents/legal guardians.

A prerequisite for continued support and intervention is a medium-to-high risk score on the EYE-DA, significant developmental concerns identified by other early intervention assessments, and evidence that progress is being made on specific developmental goals targeted by intervention after the EYE-DA and before school entry.

The Family and Early Childhood Agency may receive referrals for school-aged children (aged 5 to 8) from third parties, such as schools and other professionals involved with the child/family. For older children the schools may provide measures of development that identify risk along with the agency's family based assessment of familial risk. However, the ASQ 3 may also be used up to 66 months and the ASQ-SE up to 72 months. These referrals must follow the screening and assessment process to determine eligibility for services and identify needs, risk factors, and protective factors. For this age group, the services and follow-up put in place will be with the parents/legal guardian rather than direct intervention with the children. With the family's consent, the Family and Early Childhood Agency will work in collaboration with the school to ensure that services meet the family's needs and have an impact on the child's functioning in the school and family settings.

4.5 Transition to School

Early Intervention staff will participate in a case conference with families and schools for children receiving services from the agency, as determined in the transition plan. As needed, case conferences will be scheduled by school staff in the spring prior to school entry.

Helpful Information

Transition to school activities begin with universal screening of all children registering for kindergarten. Any children who are identified at-risk through this screen will be offered activities and services that provide children and families with additional developmental opportunities to form a sound basis for later skill development in school.

Family and Early Childhood Agencies will capitalize on their relationships within the Early Childhood Services Networks to ensure that children and facilities are referred to the most appropriate resource to meet their needs.

Family and Early Childhood Agencies may provide direct family-based intervention and support for children up to age 8 based on the needs identified through the EYE-DA assessment and the family's ongoing commitment to an outcomes-oriented Individual Family Service Plan developed in collaboration with the Family and Early Childhood Agency staff.

Family and Early Childhood Agencies will participate in transition meetings and follow-up consultation with schools for children who are at risk of developmental delays.

Family and Early Childhood Agencies may continue to follow children at high risk up to age 8 based on an Individual Family Service Plan.

5.0 **Case Management**

The Family and Early Childhood Agency is responsible for case management for all children/families receiving ongoing services. Case management refers to regular review of the Individual Family Service Plan (IFSP) by the Early Interventionist and reflective supervisor, including re-assessments every six months.

Once the Family and Early Childhood Agency assigns an agency staff to a child/family, the reflective supervisor and agency staff must review the information from the Ages and Stages, Ages and Stages–Social Emotional Questionnaire, and the In-Depth Assessments in order to:

- plan the initial approach with the family
- guide the provision of services
- develop the family's Individual Family Service Plan (IFSP)

The reflective supervisor must review Individual Family Service Plans during regularly scheduled supervision over the course of each family's involvement to ensure that goals are SMART:

- Specific
- Measurable
- Attainable
- Relevant
- Timely

All Individual Family Service Plans will be formally reviewed on a regular basis by agency staff, the reflective supervisor, and the family at case review meetings held at least every 6 months.

In the Individual Family Service Plan, the agency staff is responsible to describe the activities and services required to achieve developmental outcomes for the child. These must include:

- the time frames for starting and completing the intervention
- the services that will be provided (or offered)
- the steps or actions for which each family member and/or the agency staff is responsible
- the frequency of the contacts with the child and the family by the agency staff
- the list of other agencies or professionals involved in providing services to the child/family
- a specific date for reviewing each activity

The agency staff must:

- share assessment results with the family and assist the parents/legal guardians in interpreting these results
- offer interventions for the child and family
- provide opportunities for families to identify and prioritize their needs and the needs of their child

- respect the family’s lifestyle, language, culture and other individual differences
- anticipate changes in services and prepare the family for these changes
- include the family in all decisions that affect them, using a “team approach”
- review short and long-term goals with the family
- monitor and record whether the Individual Family Service Plan is progressing, if services are being utilized, and whether interventions are sufficient to meet the developmental needs of the child
- record date of contacts i.e. home visits, calls, etc. with the child and family
- problem solve regarding issues including, but not limited to, services, resources, and equipment
- support families in making informed decisions around topics such as, but not limited to, early learning and childcare, school and referrals to specialists
- seek input from appropriate professionals and participate in case conferences when required

Helpful information

An Individual Family Service Plan is reviewed every six months by the agency staff and their reflective supervisor to measure progress. The Individual Family Service Plan is a working document that is to be reviewed and adapted according to the child and family’s needs on an ongoing basis. It is modified and changed as necessary.

Scheduled review of the Individual Family Service Plan is necessary. However, the agency staff with their reflective supervisor may make the clinical judgment to review the Individual Family Service Plan prior to the 6 months review due to any major changes in the child or family status. This includes changes such as but not limited to: child received a new medical diagnosis, change in the family composition, family moved, parent’s employment status, family is linked to another community resource that is able to meet the family’s needs, etc.

5.1 Individual Family Service Plans (IFSP)

The agency staff must develop a written Individual Family Service Plan (IFSP) in collaboration with the family.

Development of this plan must:

- be started after screening and assessment have determined eligibility and identified the type of service required
- be completed within 60 working days of the initial referral
- be maintained as a fluid, living document until case closure
- be reviewed every 6 months

The Individual Family Service Plan (IFSP) must include, but is not limited to:

- child's name and date of birth
- parent/legal guardians(s) name(s)
- description of strengths and challenges
- goals and actions
- signature(s) of the parent(s)/legal guardians
- signature of the early interventionist

Helpful Information

Assessments form the foundation of the Individual Family Service Plan (IFSP)

The approved primary tools which are the Nipissing District Developmental Screen, the Brief Assessment, the Ages & Stages, the Ages and Stages Social Emotional and the In-Depth Family Assessment, may be supplemented by other tools as needed. The tools will match the recommended intervention to the family's strengths and needs.

5.2 Families Waiting for Service

- If the agency has no available staff to action an IFSP, then the family can be placed on a Waiting for Service list.
- Families who are waiting for service must be contacted monthly in order to maintain a connection and to develop a basic level of relationship with them.
- While families are waiting for service, the agency should make every effort to offer helpful alternatives. This may include, but is not limited to:
 - referral to other programs offered by the agency, including group interventions,
 - implementing quick hits with the family – easy to implement solutions related to the referral reason,
 - referral to other community based programs,
 - provision of resource materials.
- When possible, the supplemental activities should meet needs identified in the referral and IFSP. The IFSP may be adjusted to reflect the waiting for service activities.

5.3 Record Keeping

The Family and Early Childhood Agency must maintain the following records of service delivery for each individual family, including, but not limited to:

- copy of all completed child and family assessments
- initial and discharge summaries
- all reports/correspondence sent or received

- child's Individual Service Plan (ISP) (Developmental Childcare Services)
- child's developmental progress report submitted by the early learning and childcare facility
- case conference notes
- home visit and program notes
- copy of the Individual Family Service Plan (IFSP)
- the reflective supervisor's consultation notes
- consent forms signed by the family
- common ISD plan, if there is ISD involvement
- videotapes on file, unless the videotape has been released to the family
- case closure/discharge report (Appendix L)

5.4 Consent for Release of Information

The files and client information created by Family and Early Childhood Agencies are the property of the Department of Education and Early Childhood Development. Agencies are required to comply with legislation that applies to government regarding personal information

The Family and Early Childhood Agency must safeguard the confidentiality, protection of personal information, the integrity and overall welfare of the children and families served by:

- allowing parents/legal guardians access to all records of his/her child
- disclosing information from the child's record only with the written consent of the child's parent or legal guardian

5.4.1 Written Consent Form

The written consent form (Appendix I) must be signed at least annually and specify:

- the information to be disclosed and the purpose of the disclosure
- to whom the record is disclosed and shared
- whether further disclosure of the record is permitted, to whom and for what purposes
- the period of time during which the consent remains valid

5.4.2 Disclosure of Information Without Consent

Information must be disclosed without consent to:

- employees of the Family and Early Childhood Agency who require access for the performance of their duties
- a peace officer or a person who is providing medical treatment to the child if agency personnel have reasonable grounds to believe that: failure to disclose the record is likely to cause the child or another family member physical or emotional harm; and the need for disclosure is urgent
- government personnel who have responsibility for the Early Intervention program, Child Protection or Family Enhancement Social Workers

5.5 Caseloads

Caseloads must be determined according to the principles of a weighted caseload system. The minimum caseload will be 15 families per FTE interventionist. The interventionist's time must be determined as follows:

- 80% must be spent conducting intervention with the child/family (a minimum of nine weekly visits per full-time employee)
- 20% must be spent conducting administrative duties

Helpful Information

Intervention duties include, but are not limited to:

- direct intervention with the family, such as home visits, telephone contact, administering and analyzing assessments and offering a program
- visit preparations
- transportation to and from the home visit
- visit summary
- attendance at case conferences
- assessment of a child for Developmental Childcare Services
- consultation with other professionals
- referral to other services

Administrative duties include, but are not limited to:

- participation in reflective supervision
- employee evaluation
- written client evaluation
- report writing, such as transfer to school reports
- research
- training
- record keeping
- staff meetings
- entering of data into the electronic database
- meetings with Board of Directors

The visit time per family for In-Home Visitation on average takes approximately 3 hours, which includes:

- 1 hour conducting intervention in the home
- average 30 minutes travel to the clients' home and 30 minutes return to the office;
- 30 minutes of preparation time
- 30 minutes to write and file summary report

5.6 Transitions

The Family and Early Childhood Agency is the liaison for:

- entry in a licensed early learning and childcare facility for Developmental Childcare Services
- transition to school when a family is receiving Home Visiting Services up to 6 months prior to school entry
- Child and Youth Team of ISD and/or other community partners

5.6.1 Entry into a Licensed Early Learning and Childcare Facility

The Family and Early Childhood Agency must:

- help family members identify their own needs and priorities and the needs of their children, thus supporting them in their role as decision makers
- meet with staff at the licensed early learning and childcare facility to discuss the child's identified needs and strengths
- the Agency must have parental consent to:
 - assist parents/legal guardians with visits to the licensed early learning and childcare facility
 - attend any case conference

5.6.2 Transition from Early Intervention Services to School

The Family and Early Childhood Agency must:

- begin the transition to school process a minimum of 6 to 8 months prior to entry in the public school system
- coordinate the transition to school process and inform the school and District where the child is registered when the family is receiving Early Intervention Services;
- assist parents/legal guardians in developing a transition plan with the school that reflects their identified priorities, interests and skills.

The Agency must have parental consent to:

- attend any case conference;
- support parents/legal guardians through the transition when the child is participating in any of the Early Intervention services;
- assist parents/legal guardians with school visits.

As part of the transition plan the agency must provide the school and District with:

- a parent consent form
- a profile of the child that includes diagnostic, developmental, and functional assessment information that might be useful in the planning process
- the range of programs, resources and services the child is currently using

5.7 Management of Referrals to Other Services

The Family and Early Childhood Agency must track all referrals of families made by the agency to other resources by contacting the family one month after the referral.

Helpful Information

When families are actively receiving services from the Family and Early Childhood Agency, the early interventionist will have an important role in assisting the child and family in developing a transition plan that reflects their identified needs.

Such liaison work requires a sharing of information between the Agency; Education and Early Childhood Development and the School District. It allows for a smooth transition, with no disruption of services for children who require continued support while transitioning from preschool into the public school system. It also allows families to become familiar with school requirements.

5.8 Case Transfer

When a family that has been assessed as eligible for services moves from one region of the province to another, their file will be transferred to the agency in the region to which the family is moving. The family will be eligible for services from the new agency.

Consideration must be given to meeting the same level of service according to the needs of the child and family with the resources available in the receiving region.

The Family and Early Childhood Agency responsible to transfer the family's information must provide the receiving Agency with:

- e-mail with Notification of File Transfer (Appendix K) attached, followed by a phone call to notify the agency of the upcoming transfer
- a signed consent from the family authorizing the transfer of the manual file by priority post
- the entire paper file and any relevant electronic records to the new agency, in a manner that is consistent with the Personal Information **Protection and Electronic Documents Act (PIPEDA)** <http://laws-lois.justice.gc.ca/PDF/P-8.6.pdf> and with the **Right to Information and Protection of Privacy Act (RTIPPA)** <http://laws.gnb.ca/en/showfulldoc/cs/R-10.6//20160224>

If there is any relevant information in electronic format, the agency must print it out and add it to the paper file or transfer digitally in a secure manner. The transferring Agency is responsible for ensuring that files being transferred between agencies are transferred in a way that protects client information and confidentiality.

5.9 Case Closure

The Family and Early Childhood Agency must close a case when:

- the parent voluntarily leaves the program
- the parent is not participating in the program and all efforts have been made within the Agency 's capacity to encourage and engage the parent
- the program goals for the child and family have been attained
- the existing natural and community supports are able to provide and meet the needs of the child and family
- the child and family are no longer eligible for services

To close a case, the agency staff must:

- consult with their reflective supervisor prior to the decision for case closure
- complete a Discharge Report (Appendix L)
- provide a Parent Satisfaction Questionnaire (Appendix M) during the last visit with the parents/legal guardians and encourage them to complete it
- retain a copy of the Discharge Report and the Parent Satisfaction Questionnaire in the client's file

6.0 Administration

6.1 Retention of Files

The files and client information for Family and Early Childhood Services are the property of the Department of Education and Early Childhood Development. Compliance with legislation that applies to personal information collected by Government is required for Family and Early Childhood agency files.

All files of the child and family must be:

- kept confidential
- maintained in a secure location at all times
- maintained for 5 years after case closure, after which time the Family and Early Childhood Agency must destroy the files in a manner that protects clients' confidentiality, e.g. shredding services

Family and Early Childhood Agencies must maintain administrative files for 7 years.

6.2 Staff

Family and Early Childhood Agencies must have as a minimum:

- one agency director
- one administrative support person
- one or more agency staff certified in the Modified Interaction Guidance Program
- early interventionists to manage the screening, assessment and intervention requirements in all program areas as identified in these Standards, including interventionists qualified to deliver the Modified Interaction Guidance Program
- one reflective supervisor for every 12 early interventionists and at least one reflective supervisor must have working knowledge of the Modified Interaction Guidance Program, maintain expertise in this field, and provide supervision for interventionists who deliver this program

All staff must:

- have criminal record check, and/or vulnerable sector check and Social Development prior contact check completed every 5 years
- receive training in the reporting of abuse process in consultation with the Department of Social Development
- receive training on Policy 701 and other relevant policies of the Department of Education and Early Childhood Development
- maintain knowledge and training in current best practices in child development and parenting programs

6.3 Director

A Family and Early Childhood Agency director's duties include, but are not limited to the following:

- being accountable to the Board of Directors
- establish the linkages with Education and Early Childhood Development - Director of Early Childhood Services within their region
- managing the agency's budget according to the service contracts signed with the Department of Education and Early Childhood Development and the budget-related policies of the agency
- managing human resources, including addressing personnel issues
- coordinating staff recruitment and training
- conducting regular staff meetings
- managing the offices
- addressing agency issues as they arise to ensure that standards, policies and procedures are maintained
- ensuring functioning of the Family and Early Childhood Agency, its programs and services and quality assurance
- providing feedback/reflection, mentoring and professional support to reflective supervisors
- facilitating collaboration with community partners and ongoing public relations, and promoting the agency within the territory
- participating in management of Integrated Service Delivery within the school district as needed
- providing accountability reporting to EECD as described in Section 7 of these Standards

The Director must have:

- successfully completed a university degree with a concentration in early childhood or a related field from a recognized postsecondary institution, a minimum of 6 years of related experience, including 3 years in management in conjunction with relevant experience as outlined below:
 - a minimum of three years working with infant and/or preschool children, parents of young children, or children with developmental delays
 - management and administration experience
 - the ability to build solid inter-agency and inter-network relationships

or

- successfully completed post-secondary education in early childhood or in a related field from a recognized institution, a minimum of ten years of related experience, including five years in management in conjunction with relevant experience as outlined below:
 - a minimum of three years working with infant and/or preschool children, parents of young children, or children with developmental delays
 - management and administration experience
 - the ability to build solid inter-agency and inter-network relationships

Reflective Supervisor

A reflective supervisor's duties include, but are not limited to the following:

- supervising a maximum of 12 full-time early interventionists and conducting regularly scheduled supervision with each employee for a minimum of one hour per week
- assignment of duties and cases
- providing ongoing reflective supervision
- providing the necessary professional support to the agency staff to enable the Agency to develop relevant and effective plans with families
- conducting continuous staff evaluation through employee performance reviews, tracking and approving employee leaves
- assigning and monitoring staff caseloads according to the weighted/balanced caseload model
- linking with their local Child and Youth team and Clinical Coordinator responsible for Integrated Services Delivery (ISD) team and other community resources to support the needs of children and families
- requesting access, referral or consultation to the Child and Youth Team of ISD through communication with the Clinical Coordinator of the Child and Youth Team

Helpful Information

Reflective supervisors may provide feedback and support to agency staff to assist them with the performance of their duties using any or all of the following methods:

- regular coaching and feedback on strength-based approaches
- recommending appropriate interventions according to the needs of the child and family
- assisting agency staff to problem solving
- supporting agency staff with crisis intervention
- shadowing agency staff when required
- identification of potential areas of growth in
- reviewing Individual Family Service plan (IFSP) progress and process to ensure objectives are being met by the family
- providing guidance on how to work more effectively
- mentoring on skill development to continuously improve the quality of their performance
- providing on-going feedback and coaching with the assessment tools
- reviewing written assessments
- sharing information on community resources

Reflective Supervisor must have:

- successfully completed a university degree with a concentration in early childhood studies or a related field from a recognized postsecondary institution, a minimum of 5 years of related experience in conjunction with relevant experience as outlined below:
 - a minimum of eight years working with infant and/or preschool children, families of young children, and children with developmental delays

EARLY INTERVENTION SERVICES AGENCY STANDARDS

Administration

Section 6

- demonstrated supervisory abilities
- strong interpersonal skills
- extensive experience working with multi-problem families, knowledge and experience of in home visitation and of the use of assessment tools and their interpretation
- demonstrating knowledge and commitment to the principles and practices of family centered approach

or

- successfully completed post-secondary education in early childhood or in a related field from a recognized institution, a minimum of ten years of related experience in conjunction with relevant experience as outlined below:
 - a minimum of eight years working with infant and/or preschool children, families of young children, and children with developmental delays
 - demonstrated supervisory abilities
 - strong interpersonal skills
 - extensive experience working with multi-problem families, knowledge and experience of in home visitation and of the use of assessment tools and their interpretation
 - demonstrating knowledge and commitment to the principles and practices of family centered approach

Early Interventionist

Early Interventionist duties include, but are not limited to, the following responsibilities:

- complete screening and assessments for all programs offered by the Family and Early Childhood Agency
- case manage and conduct child and family assessments
- provide services, as determined by the Individual Family Service Plan
- provide interventions that are family-centered and strengths-based
- assist families in establishing goals and a plan for accomplishment of those goals
- assist parents/legal guardians in improving their skills to strengthen the parent-child relationship and to optimize the home environment
- assist families in planning and providing experiences in the home and community which encourage the growth and development of the child
- support parents/legal guardians in getting the best services for their child
- promote the family's ability to problem solve and to assume the role of advocate for themselves and their children
- report on client data to the Reflective Supervisor
- work collaboratively with Early Learning and Child Care facilities and school district personnel

Early Interventionist must have:

- successfully completed a university degree in early childhood or a related field from a recognized post-secondary institution, with relevant knowledge as outlined below:
 - good knowledge of child development related to infant and preschool children, children with developmental delays and families of young children

or:

- successfully completed post-secondary education in early childhood or in a related field from a recognized institution, in conjunction with 3 years of related experience with relevant knowledge as outlined below:
 - good knowledge of child development related to infant and preschool children, children with developmental delays and families of young children

6.4 Compliance with Legislation

Family and Early Childhood Agencies must comply with relevant laws and regulations. They include, but are not limited to:

- *Family Services Act*
- *Early Childhood Services Act*
- *Health Act*
- *Education Act*
- *Human Rights Act*
- *Employment Standards Act*
- *Occupational Health and Safety Act*
- *Personal Information Protection and Electronic Documents Act (PIPEDA)*
- *Right to Information and Protection of Privacy Act (RTIPPA)*
- *Workers' Compensation Act*
- *Official Languages Act*
- *Family Income Security Act*

Helpful Information

Copies of all legislation are available at most public libraries, Queen's Printer or on the internet. Refer to

http://www2.qnb.ca/content/qnb/en/departments/attorney_general/acts_regulations.html

6.5 Board of Directors - Administrative and Service Delivery Policies

Family and Early Childhood Agencies must operate as registered non-profit agencies, administered by an elected Board of Directors.

The Board of Directors is accountable to and must communicate directly with the Regional Director of Early Childhood Services in situations related to conflict management, financial management and accountability issues or any other issues related to the Professional Services Agreement.

EARLY INTERVENTION SERVICES AGENCY STANDARDS

The Board of Directors must operate under the Carver model as a governance model and ensure that its members have been provided training on the model.

The Board of Directors must ensure that the Family and Early Childhood Agency operates in compliance with the Early Intervention Service Standards and the terms of the agency's Professional Services Agreement with the Department of Education and Early Childhood Development.

The Board of Directors must ensure that the agency has by-laws and comprehensive written administrative procedures and service delivery policies which address:

- human resource management, including, but not limited to, personnel files, staff health, safety, benefits, leaves, performance evaluation and wage scales
- hiring and dismissal practices of staff
- hours of work and overtime policy
- informing families of services and a schedule of delivery for these services
- notifying clients prior to any temporary schedule changes due to time-off or illness of staff
- hours of operation and closures
- office closure due to inclement weather
- program and financial accountability
- record keeping
- client reports
- client satisfaction surveys
- addressing client complaints
- confidentiality of client information
- consent to release information
- security of client files
- reporting procedures in accordance with the current Social Development policy on reporting child abuse and neglect

7.0 Accountability

Family and Early Childhood Agencies are accountable to their clients, government and specifically to the Department of Education and Early Childhood Development. Family and Early Childhood Agencies are funded based on an assumption of social return on investment – that the funding provided results in reduced risk and improved short term and long-term outcomes for children and families who participate. This requires ongoing validation in order for investment to continue.

The GNB Strategy Map includes a general goal to “Ensure all pre-school children develop the competencies they need to be successful”. Within this framework GNB maintains a scorecard to measure progress. The measures for the Family and Early Childhood Agencies are included in Objectives 2 and 3 of ***10-year education plan – Everyone at their best (Anglophone sector)***. The Agencies are part of the GNB Formal Management System and will be required to report on outcomes that are determined within the EECD Strategy Map.

EECD will require the implementation of process improvement projects as needed in order to improve the efficiency and effectiveness of intervention in alignment with Formal Management practices.

The accountability measures required of Family and Early Childhood Agencies are intended to ensure that they operate effectively and efficiently and can demonstrate that they reduce risk, improve child development and give families life management skills that equip them for ongoing parenting.

Family and Early Childhood Agencies are responsible for the sound management of the programs and services offered by the Agency in accordance with government legislation and policy, departmental standards and requirements as per the Professional Services Agreement.

The Department of Education and Early Childhood Development is authorized at any time to conduct reviews regarding intervention, clinical and financial practices. Agencies must maintain detailed financial records and documentation supporting expenditures, all relevant information, records and documentation shall be made available to departmental staff at any time for the purpose of quality assurance.

Early Childhood Services Regional Directors will work with the Board and Agency Director to monitor compliance with the Program Standards. The monitoring framework ensures a system of regular, official communication between the Board of Directors, the agency director, and the Regional Director of Early Childhood Services. This communication is conducted in a spirit of collaboration to ensure the quality of the early intervention services provided. This monitoring is performed regularly throughout the year using the monitoring tool developed by the Department of Education and Early Childhood Development.

Audits based on a review of clinical information will be conducted by the EECD Program Advisors to determine the effectiveness of the program in meeting outcomes goals for children and families. This will identify whether the program results in developmental change and problem resolution for participating children and families. Audits will also review the efficacy of strategies employed by the agency to achieve program goals within the resources currently available.

Continuation of the Professional Services Agreements and services is contingent on compliance with provincial legislation, policy, departmental standards and terms as set out in the Professional Services Agreements.

7.1. Audited Financial Report

The audited financial report is due 90 days after the end of March. The audit must be in accordance with standard Canadian accounting practices for not -for-profit organizations.

7.2 Annual Report

Agencies must submit an annual report to the Department of Education and Early Childhood Development. The annual report must include:

- an inventory of services provided during the year (statistical rollup)
- a summary of successes and challenges
- and an audited financial report outlining budget expenditures for the previous twelve (12) months, as stipulated in the Professional Services Agreement

The Annual Report may be submitted at the time of the agency annual general meeting.

7.3 Intervention Audit/Review

Agencies must use the “Smartstart” electronic database system provided to each agency by the Department of Education and Early Childhood Development. Agencies must submit a monthly service delivery report to the Department of Education and Early Childhood Development due 15 days after month end.

The monthly statistical reports (Appendix N) must include the total number of children and/or cases:

- referred to the agency during the current month
- who did not meet eligibility criteria
- referred to other services
- registered who have met the eligibility criteria and for which type of service or program
- per interventionist
- transferred to another region
- closed, reasons for case closure and the services received
- referred for Developmental Childcare Services
- assessed under the EYE-DA assessments
- EYE-DA assessments administered in English and in French
- who received follow-up by the agency based on EYE-DA results
- referred to other services based on EYE-DA results

7.4 Clinical Practices and Outcome Indicators

The Family and Early Childhood Agency must:

- maintain enrollment, retention and program completion data that will be used to track services:
 - was the EI agency able to provide the intervention/resources required by the child and his/her family?
 - was there an improvement in the child developmental trajectory?
 - was their improvement in the parents/legal guardians' capacity/confidence to meet the need of their child?
- include information on the duration and importance of services offered
- maintain records to support hours of direct intervention and administration hours of service for each child and family
- monitor the use of the standardized screening and assessments tools
- monitor the percentage of families who make progress on the overall development of the child
- monitor the percentage of families who achieve their goals pertaining to the overall development of the child
- strongly encourage and facilitate the process to ensure that families complete the Satisfaction Questionnaire (Appendix F) in order to provide feedback on the services they received from the agency
- provide a quarterly report to EECD on outcome indicators. These reports are due one month after the end of each quarter. The quarterly periods are as follows: end of June, September, December and March. The purpose of the quarterly reports is to provide an operational dashboard reporting on outcome measures.

Families are considered enrolled in a program under one of the following circumstances. When they have:

- had their first home visit
- participated in the first session of the Infant-Parent Attachment
- participated in the first Group based Parent Support session
- been contacted through the Creative Outreach Program
- been enrolled in and are attending an licensed early learning and childcare facility as part of the Developmental Childcare Services

EARLY INTERVENTION SERVICES AGENCY STANDARDS

Intake Form

Appendix A

Appendix A – Early Intervention Services - Intake Form

El Agency Name	
El Agency Mailing Address	
Telephone Number	

Date referral received (call or paper)	
Date intake is done	
Date file assigned	

Child's Name	
Date of Birth	(YYYY/MM/DD) Gender
Language of Service	<input type="checkbox"/> French <input type="checkbox"/> English

Parent 1 (or Legal guardian)	
	Gender
Language of Service	<input type="checkbox"/> French <input type="checkbox"/> English
Parents First Language if different	Translation Needed <input type="checkbox"/>
Address:	
Telephone Number:	

Parent 2 (or Legal guardian)	
	Gender
Language of Service	<input type="checkbox"/> French <input type="checkbox"/> English
Parents First Language if different	Translation Needed <input type="checkbox"/>
Address	
Telephone Number:	

Other siblings:

Child's Name	
Date of Birth	(YYYY/MM/DD) Gender
Language of Service	<input type="checkbox"/> French <input type="checkbox"/> English

Child's name	
Date of Birth	(YYYY/MM/DD) Gender
Language of Service	<input type="checkbox"/> French <input type="checkbox"/> English

EARLY INTERVENTION SERVICES AGENCY STANDARDS

Intake Form

Appendix A

Referred by:	
<input type="checkbox"/>	Public Health
<input type="checkbox"/>	Social Development
<input type="checkbox"/>	Health Care Professional (Please specify)
<input type="checkbox"/>	Parent/Self-Referral
<input type="checkbox"/>	Other (EYE-DA, ISD etc...)

Reasons for referral:

Assessment information that came with the referral: or is it provided at referral

EARLY INTERVENTION SERVICES AGENCY STANDARDS

Intake Form

Appendix A

Log of follow-up contacts in dealing with the referral:

Agency staff

Date

Reflective supervisor

Date

EARLY INTERVENTION SERVICES AGENCY STANDARDS

Screening Summary Form

Appendix B

Appendix B – Early Intervention Services - Screening Summary Form

Child's Name			
Date of Birth	(YYYY/MM/DD)	Gender	
Parents Name(s)			
Language of Service	<input type="checkbox"/> French <input type="checkbox"/> English		

Brief Assessment Results:
Date completed:
Completed by:
Does the information meet the eligibility criteria? <input type="checkbox"/> Yes <input type="checkbox"/> No

Nipissing Results:
Date completed:
Completed by:
Does the information meet the eligibility criteria? <input type="checkbox"/> Yes <input type="checkbox"/> No

If child/family is screened out, what alternate services or resources were offered?	
<input type="checkbox"/> Family Resource Centers	<input type="checkbox"/> Internet Resources
<input type="checkbox"/> Materials/Books	<input type="checkbox"/> Physician
<input type="checkbox"/> Talk with Me Program	<input type="checkbox"/> Other

Agency staff

Date

Reflective supervisor

Date

EARLY INTERVENTION SERVICES AGENCY STANDARDS

Developmental and Family Assessments Summary Form

Appendix C

Appendix C – Early Intervention Services – Assessments Summary Form

Child's Name			
Date of Birth	(YYYY/MM/DD)	Gender	
Parents Name(s)			
Language of Service	<input type="checkbox"/> French <input type="checkbox"/> English		

ASQ-3 Results:			
Date completed:		Completed by:	
Communication:	<input type="checkbox"/> Below	<input type="checkbox"/> Monitor	<input type="checkbox"/> Well above
Gross Motor:	<input type="checkbox"/> Below	<input type="checkbox"/> Monitor	<input type="checkbox"/> Well above
Fine Motor:	<input type="checkbox"/> Below	<input type="checkbox"/> Monitor	<input type="checkbox"/> Well above
Problem Solving:	<input type="checkbox"/> Below	<input type="checkbox"/> Monitor	<input type="checkbox"/> Well above
Personal and Social:	<input type="checkbox"/> Below	<input type="checkbox"/> Monitor	<input type="checkbox"/> Well above
Concerns noted:			
Does the information meet the eligibility criteria? <input type="checkbox"/> Yes <input type="checkbox"/> No			

ASQ-SE2 Results:	
Date completed:	Completed by:
Concerns noted:	
Cut off score:	
Score obtained:	
Does the information meet the eligibility criteria? <input type="checkbox"/> Yes <input type="checkbox"/> No	

EARLY INTERVENTION SERVICES AGENCY STANDARDS

Developmental and Family Assessments Summary Form

Appendix C

In-Depth Assessment Results:	
Date completed:	Completed by:
Child Risk Level: <input type="checkbox"/> low <input type="checkbox"/> moderate <input type="checkbox"/> high <input type="checkbox"/> does not apply Family Risk Level: <input type="checkbox"/> low <input type="checkbox"/> moderate <input type="checkbox"/> high <input type="checkbox"/> does not apply	
Family Strengths:	
Family Risks/Challenges:	
Opportunity to use strengths in plan:	
Does the information meet the eligibility criteria? <input type="checkbox"/> Yes <input type="checkbox"/> No	

Public Health Healthy Baby Healthy Child Family Assessment Results:	
Date completed:	
Does the information meet the eligibility criteria? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Risk level for the child: <input type="checkbox"/> low <input type="checkbox"/> moderate <input type="checkbox"/> high <input type="checkbox"/> does not apply Comments:	

EARLY INTERVENTION SERVICES AGENCY STANDARDS

Developmental and Family Assessments Summary Form

Appendix C

EYE-DA Results:				
Date completed:				
Does the information meet the eligibility criteria? <input type="checkbox"/> Yes <input type="checkbox"/> No				
Awareness of Self and Environment:	<input type="checkbox"/> Red	<input type="checkbox"/> Yellow	<input type="checkbox"/> Green	<input type="checkbox"/> Incomplete
Cognitive Skills:	<input type="checkbox"/> Red	<input type="checkbox"/> Yellow	<input type="checkbox"/> Green	<input type="checkbox"/> Incomplete
Language and Communication	<input type="checkbox"/> Red	<input type="checkbox"/> Yellow	<input type="checkbox"/> Green	<input type="checkbox"/> Incomplete
Fine Motor:	<input type="checkbox"/> Red	<input type="checkbox"/> Yellow	<input type="checkbox"/> Green	<input type="checkbox"/> Incomplete
Gross Motor:	<input type="checkbox"/> Red	<input type="checkbox"/> Yellow	<input type="checkbox"/> Green	<input type="checkbox"/> Incomplete
Factors influencing assessment				

Synthesis of all assessment results:
When evaluating the interaction of the assessment results, what intervention strategies are most likely to result in change? This forms the basis for identifying initial IFSP goals.

Recommendations:

Recommended Early Intervention Services (?):	
<input type="checkbox"/>	In-Home Service
<input type="checkbox"/>	Infant-Parent Attachment
<input type="checkbox"/>	Group-based Parenting
<input type="checkbox"/>	Creative Outreach
<input type="checkbox"/>	Developmental Child Care Services
<input type="checkbox"/>	EYE-DA Assessment

EARLY INTERVENTION SERVICES AGENCY STANDARDS

Developmental and Family Assessments Summary Form

Appendix C

If child does not meet criteria refer to:	
<input type="checkbox"/>	Speech-Pathology
<input type="checkbox"/>	Occupational Therapy
<input type="checkbox"/>	Physiotherapy
<input type="checkbox"/>	Talk with Me Program
<input type="checkbox"/>	Integrated Service Delivery
<input type="checkbox"/>	Physician
<input type="checkbox"/>	Pediatric clinic
<input type="checkbox"/>	Other

Agency staff

Date

Reflective supervisor

Date

EARLY INTERVENTION SERVICES AGENCY STANDARDS

Individual Family Service Plan (IFSP)

Appendix D

Appendix D– Early Intervention Services – Individual Family Service Plan (IFSP)

Child's Name			
Date of Birth	(YYYY/MM/DD)	Gender	
Language of Service	<input type="checkbox"/> French <input type="checkbox"/> English		

Parent 1 (or Legal guardian)			
		Gender	
Language of Service	<input type="checkbox"/> French <input type="checkbox"/> English		
Address:			
Parent's first language if different		Translation Needed	<input type="checkbox"/>
Telephone Number:			

Parent 2 (or Legal guardian)			
		Gender	
Language of Service	<input type="checkbox"/> French <input type="checkbox"/> English		
Parent's first language if different		Translation Needed	<input type="checkbox"/>
Address			
Telephone Number:			

Participants in developing the IFSP:
Parent (s):
Interventionist:
Reflective supervisor :
Date of plan:
Date of review (6 months later):
Date of review if needed:

Reasons for the referral:

EARLY INTERVENTION SERVICES AGENCY STANDARDS

Individual Family Service Plan (IFSP)

Appendix D

Child and family strengths:

Child needs as identified by ASQ-3, ASQ-SE2, In-Depth Assessment and EYE-DA where it applies

Parent Initial Goals: Put an “X” in the P box:

Interventionist Initial Goals: Put an “X” in the I box

Child Development Goals	Parent-Child Relationship Goals	Family Wellness Goals
Communication & language <input type="checkbox"/> P <input type="checkbox"/> I	Attachment <input type="checkbox"/> P <input type="checkbox"/> I	Budgeting <input type="checkbox"/> P <input type="checkbox"/> I
Gross motor <input type="checkbox"/> P <input type="checkbox"/> I	Temperament Awareness <input type="checkbox"/> P <input type="checkbox"/> I	Connecting to community <input type="checkbox"/> P <input type="checkbox"/> I
Fine motor <input type="checkbox"/> P <input type="checkbox"/> I	Routine <input type="checkbox"/> P <input type="checkbox"/> I	Positive Parenting <input type="checkbox"/> P <input type="checkbox"/> I
Problem solving skills <input type="checkbox"/> P <input type="checkbox"/> I	Self-Help Skill Support <input type="checkbox"/> P <input type="checkbox"/> I	Personal Wellness (needs/wants) <input type="checkbox"/> P <input type="checkbox"/> I
Personal-Social Skills & Autonomy <input type="checkbox"/> P <input type="checkbox"/> I	Social-Emotional Wellness <input type="checkbox"/> P <input type="checkbox"/> I	Relationship Skill-building <input type="checkbox"/> P <input type="checkbox"/> I
Cognitive skills <input type="checkbox"/> P <input type="checkbox"/> I	Specific behaviors <input type="checkbox"/> P <input type="checkbox"/> I	Socialization Opportunities <input type="checkbox"/> P <input type="checkbox"/> I
Attention Concentration <input type="checkbox"/> P <input type="checkbox"/> I	Toileting <input type="checkbox"/> P <input type="checkbox"/> I	Kindergarten Entry (process, support considerations, resources etc...) <input type="checkbox"/> P <input type="checkbox"/> I
Sensory <input type="checkbox"/> P <input type="checkbox"/> I	Nutrition <input type="checkbox"/> P <input type="checkbox"/> I	Parent group <input type="checkbox"/> P <input type="checkbox"/> I
Competencies for success in school <input type="checkbox"/> P <input type="checkbox"/> I	Other specific behaviors <input type="checkbox"/> P <input type="checkbox"/> I	Link with services involved <input type="checkbox"/> P <input type="checkbox"/> I
Self-Regulation <input type="checkbox"/> P <input type="checkbox"/> I	Discipline <input type="checkbox"/> P <input type="checkbox"/> I	<input type="checkbox"/> P <input type="checkbox"/> I

EARLY INTERVENTION SERVICES AGENCY STANDARDS

Individual Family Service Plan (IFSP)

Appendix D

Other <input type="checkbox"/> P <input type="checkbox"/> I	Sleep <input type="checkbox"/> P <input type="checkbox"/> I	Other <input type="checkbox"/> P <input type="checkbox"/> I
--	--	--

Risk intensity: <input type="checkbox"/> low <input type="checkbox"/> moderate <input type="checkbox"/> high <input type="checkbox"/> does not apply
Frequency of visits established with family: <input type="checkbox"/> 1X week <input type="checkbox"/> 2X month <input type="checkbox"/> 3X month <input type="checkbox"/> 1X month

Objectives and Intervention Section:

Date intervention began:
Date intervention completed:

Types of Early Intervention Services to be provided:
<input type="checkbox"/> In-Home Service
<input type="checkbox"/> Infant-Parent Attachment
<input type="checkbox"/> Group-based Parenting
<input type="checkbox"/> Creative Outreach
<input type="checkbox"/> Developmental Childcare Services
<input type="checkbox"/> EYE-DA Assessment

Persons/Professionals involved with the family:

Name	Agency	Telephone	Title/Function

Child and Family Objectives

Specific, Measurable, Attainable, Relevant, Time-based

SMART Goal #1 (the broad statement):

EARLY INTERVENTION SERVICES AGENCY STANDARDS

Individual Family Service Plan (IFSP)

Appendix D

SMART Activities (or sub goals):		Assigned person(s)	Target Date
1.			
2.			
3.			
4.			
5.			
6.			

SMART Goal #2 (the broad statement):			
SMART Activities (or sub goals):		Assigned person(s)	Target Date
1.			
2.			
3.			
4.			
5.			
6.			

SMART Goal #3 (the broad statement):			
SMART Activities (or sub goals):		Assigned person(s)	Target Date
1.			
2.			
3.			
4.			
5.			
6.			

Family Authorization:

EARLY INTERVENTION SERVICES AGENCY STANDARDS

Individual Family Service Plan (IFSP)

Appendix D

I, _____, the parent/guardian of _____, participated in the development of our child's IFSP.

This document accurately reflects my concerns and priorities for my child and family.

I give my permission for this plan to be implemented and I commit to actively participate in its implementation.

Parent/guardian Signature

Date

Interventionist Signature

Date

Reflective supervisor Signature

Date

EARLY INTERVENTION SERVICES AGENCY STANDARDS

Developmental Childcare Services – Child’s Individual Service Plan

Appendix E

Appendix E – Developmental Childcare Services – Child’s Individual Service Plan (ISP)

Child’s Name	
Date of Birth	(YYYY/MM/DD) Gender
Parent(s)/Legal guardian(s)	
Name of Family and Early Childhood Agency	
Contact name	
Telephone number	
Name of Early Learning and Childcare Facility	
Contact name	
Telephone number	

Description of the child’s functional challenge(s)
Description of the child’s strengths
Goal(s) to achieve that will address the functional challenge(s) and actions attached to each goal

Licensed early learning and childcare facility staff

Date

Reflective Supervisor (signature)

Date

Parent(s)/ Legal guardian(s) (signature)

Date

Review date: _____

Appendix F – Developmental Childcare Services - Child's Progress Report

Child's Name			
Date of Birth	(YYYY/MM/DD)	Gender	
Parent(s)/Legal Guardian(s)			
Name of Early Learning and Childcare Facility			
Contact Name			
Telephone Number			

1. In relation to each goal indicate whether the child has:

- achieved the goal; or
- status of his/her progress towards achieving the goal(s)(describe); or
- no progress (describe why and detail any new or modified actions or goals)

Comments:

2. Does the child still require additional support services?

<input type="checkbox"/> Yes (please explain)
<input type="checkbox"/> No (case closed, funds are terminated)

3. Indicate if a meeting is required with reflective supervisor of Family and Early Childhood Agency. Yes No

Parent(s)/ Legal guardian(s) (signature)

Date

Licensed early learning and childcare facility staff (signature)

Date

Date received by the FEC agency staff:

Date

EARLY INTERVENTION SERVICES AGENCY STANDARDS

Developmental Childcare Services Designated Centre - Approval Form

Appendix G

Appendix G – Developmental Childcare Services DAP - Approval Form

This form confirms the approval of Developmental Childcare Services.

Case Manager's Name (SD)	
Telephone number	

Name of Early Learning and Childcare Facility	
Director's Name	
Telephone Number	
Mailing Address	
Support Worker Name	

Child's Name (print)	
Date of Birth	
Parent(s)' Name (print)	
Telephone Number	
Mailing Address	

APPROVAL PERIOD	Funding allocated	Hours per week
(YEAR/MM/DD) (YEAR/MM/DD)	<input type="checkbox"/> Additional support (wage-max. 12 hrs.)	
	<input type="checkbox"/> Transportation benefit (max. \$166.66/month) <input type="checkbox"/> Day Care Assistance Program	

Additional support funding (wages)

Funding per month/year		\$
		\$
		\$
		\$
		\$
		\$
		\$
		\$
		\$

EARLY INTERVENTION SERVICES AGENCY STANDARDS

Developmental Childcare Services Designated Centre - Approval Form

Appendix G

		\$
		\$
		\$

Amount approved for monthly transportation benefit	\$ _____ /month
Name of transportation payee (child care facility or parent)	
Day Care Assistance Program (rate set by SD)	hours per day _____ days per week _____
Rate requested by early learning and childcare facility (SD rate should not exceed rate charged by facility)	\$ _____ /day

NOTE:

The operator of the early learning and childcare facility shall advise the Family and Early Childhood agency immediately if the child is absent for more than three consecutive days (except for illness or a death in the family) during this approval period in order to review the child's ongoing eligibility.

The Family and Early Childhood agency shall provide two weeks' notice to the operator of the early learning and childcare facility if the approved services must be terminated before the end date indicated for the Developmental Childcare services.

AUTHORIZATION OF FINANCIAL ASSISTANCE APPROVAL		
Signature of approver	Name of Family and Early Childhood Agency	Date (MM-DD-YEAR)
(print)	(print)	
(Signature)	(Telephone number)	(Fax or e-mail)
Approval of parent		
Signature of parent	Signature of parent	Date (MM-DD-YEAR)

EARLY INTERVENTION SERVICES AGENCY STANDARDS

New Brunswick Early Learning Centre (NBELC) - Approval Form

Appendix H

Appendix H – Developmental Childcare Services New Brunswick Early Learning Centre (NBELC) - Approval Form

PART A

This Form to be used to determine eligibility under the Designated Centre – Parent Subsidy Program

Designated Early Learning and Childcare Facility Name:	
Director Name:	
Phone Number:	
Mailing Address:	

Child Name:	
Child' Date of Birth:	
Parent Name (s):	
Phone Number:	
Mailing Address:	

APPROVAL PERIOD DATE	Referral Requested	Daily Facility Rate
	Designated Centre – Parent Subsidy Program	
_____	_____	
(MM/DD/YYYY) to (MM/DD/YYYY)	Hours per day _____ Days per week	

FUNDING AUTHORIZATION Family and Early Childhood Agency		
Signature of Approver	Agency Contact Information	Date (MM/DD/YYYY)

EARLY INTERVENTION SERVICES AGENCY STANDARDS

Parental or Legal Guardian Consent Form

Appendix H

PART B

This form to be sent to SD authorizing the request for Developmental Childcare Services Aid and/or Developmental Childcare Services Transportation benefits

Name of Case Manager: (SD) Telephone Number:	_____
Early Learning and Childcare Facility Name:	
Directors Name:	
Phone Number:	
Mailing Address:	
Child Name:	
Child's Date of Birth:	
Parent Name (s):	
Phone Number:	
Mailing Address:	

Developmental Childcare Services Support Worker Funding	Developmental Childcare Services Transportation Benefit _____ Paid to Facility x Paid to Parent
--	---

Month/Year	Amount	Month/Year	Amount
	\$		\$
	\$		\$
	\$		\$
	\$		\$
	\$		\$
	\$		\$
	\$		\$
	\$		\$
	\$		\$
	\$		\$
	\$		\$
	\$		\$
	\$		\$
	\$		\$

FUNDING AUTHORIZATION Family and Early Childhood Agency		
Signature of Approver	Agency Contact Information	Date (MM/DD/YYYY)

Appendix I – Early Intervention Program - Parental or Legal Guardian Consent Form

After discussion with _____ of (name of agency)
(Name and Position)

I (We), _____

(Parent or legal guardian name) (Address)

hereby consent to participate in the Early Intervention Program. This may include assessment, intervention and referral to other community services such as Talk with Me or the local Family Resource Centre, or a licensed early learning and childcare facility.

I (we) understand that I (we) will be advised of the assessment results regarding my child, and I (we) will participate in creating an individual family service plan that meets our needs.

I (we) agree to participate in the programming determined necessary for my child as a result of the assessment.

Date: _____

Parent or legal guardian signature: _____

Agency staff signature: _____

I may revoke this authorization at any time.

Note: The signature of at least one parent / legal guardian is required.

Appendix J – Early Intervention Program - Consent to Release and Receive Information

Child's name			
Date of Birth	(YYYY/MM/DD)	Gender	
Language of service	<input type="checkbox"/> French <input type="checkbox"/> English		

Parent 1 (or Legal guardian)			
Date of Birth	(YYYY/MM/DD)	Gender	
Language of service	<input type="checkbox"/> French <input type="checkbox"/> English		
Address:			
Telephone Number:			

Parent 2 (or Legal guardian)			
Date of Birth	(YYYY/MM/DD)	Gender	
Language of service	<input type="checkbox"/> French <input type="checkbox"/> English		
Address:			
Telephone Number:			

The Early Intervention Program has my permission to exchange information with the following professionals or agencies:		
<input type="checkbox"/> send to:	agency/individual	
<input type="checkbox"/> receive from:	address	
<input type="checkbox"/> verbally discuss:	e-mail	

<input type="checkbox"/> send to:	agency/individual	
<input type="checkbox"/> receive from:	address	
<input type="checkbox"/> verbally discuss:	e-mail	

. Information to be exchanged:		
.		
.		
. Reason this information is being shared:		

To assess and evaluate my child and provide appropriate intervention services

EARLY INTERVENTION SERVICES AGENCY STANDARDS

Consent to Release and Receive Information

Appendix J

5. This authorization is valid for 12 months.

6. I (we) may revoke this authorization at any time.

Parent(s)/ Legal guardian(s) (signature)

Date

Agency staff (signature)

Date

EARLY INTERVENTION SERVICES AGENCY STANDARDS

Notification of File Transfer

Appendix K

Appendix K – Early Intervention Services - File Transfer Notification

Child's name			
Date of Birth	(YYYY/MM/DD)	Gender	
Language of service	<input type="checkbox"/> French <input type="checkbox"/> English		

Parent 1 (or Legal guardian)			
Date of Birth	(YYYY/MM/DD)	Gender	
Language of service	<input type="checkbox"/> French <input type="checkbox"/> English		
Address:			
Telephone Number:			

Parent 2 (or Legal guardian)			
Date of Birth	(YYYY/MM/DD)	Gender	
Language of service	<input type="checkbox"/> French <input type="checkbox"/> English		
Address:			
Telephone Number:			

Transferring agency:

Name of the agency	
Address	
Contact person	
Telephone	

Receiving agency:

Name of the agency	
Address	
Contact person	
Telephone	

Agency staff

Date

Reflective supervisor

Date

EARLY INTERVENTION SERVICES AGENCY STANDARDS

Discharge Report

Appendix L

Appendix L – Early Intervention Services - Discharge Report

Child's name			
Date of Birth	(YYYY/MM/DD)	Gender	
Language of service	<input type="checkbox"/> French <input type="checkbox"/> English		

Parent 1 (or Legal guardian)			
Date of Birth	(YYYY/MM/DD)	Gender	
Language of service	<input type="checkbox"/> French <input type="checkbox"/> English		
Address:			
Telephone Number			

Parent 2 (or Legal Guardian)			
Date of Birth	(YYYY/MM/DD)	Gender	
Language of Service	<input type="checkbox"/> French <input type="checkbox"/> English		
Address			
Telephone Number			

What services did the child/family receive?

How long did the child/family receive services?
<input type="checkbox"/> 0 - 6 months
<input type="checkbox"/> 6 months - 1 year
<input type="checkbox"/> 1 - 2 years
<input type="checkbox"/> 2 - 3 years
<input type="checkbox"/> Over 3 years

Were the goals met? <input type="checkbox"/> yes <input type="checkbox"/> no

EARLY INTERVENTION SERVICES AGENCY STANDARDS

Discharge Report

Appendix L

Reason(s) for closure?

Additional Comments

Agency staff

Date

Reflective supervisor

Date

Appendix M – Early Intervention Services - Parent Satisfaction Questionnaire

Participant Name:		Date	
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The following questionnaire is part of our evaluation of the Early Intervention program. It is important that you answer as honestly as possible. The information obtained will help us to evaluate and continually improve the program we offer. Your cooperation is greatly appreciated. All responses will be strictly confidential.

1. What did you learn that was most important to you?
2. What really made a difference?
3. What did you like the best about the services offered by the Family and Early Childhood Agency?
4. What do you think should change?
5. How satisfied were you with the program?
<input type="checkbox"/> Not satisfied <input type="checkbox"/> Satisfied <input type="checkbox"/> Very satisfied
6. Other

Parent(s)/ Legal guardian(s) (signature)

Date

EARLY INTERVENTION SERVICES AGENCY STANDARDS

Monthly Statistics Report

Appendix N



Appendix N – Monthly Statistical Report

FAMILY AND EARLY CHILDHOOD AGENCY

APRIL ____ TO MARCH ____

New referrals per month:	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Total per categories
# 0 to 3 years	0	0	0	0	0	0	0	0	0	0	0	0	0
# 4 to 5 years	0	0	0	0	0	0	0	0	0	0	0	0	0
# 6 to 8 years	0	0	0	0	0	0	0	0	0	0	0	0	0
# meet criteria	0	0	0	0	0	0	0	0	0	0	0	0	0
# do not meet criteria	0	0	0	0	0	0	0	0	0	0	0	0	0
# referred elsewhere	0	0	0	0	0	0	0	0	0	0	0	0	0
Total of new referrals per month:	0	0	0	0	0	0	0	0	0	0	0	0	
Total per year:													0

New cases per month:	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Total per categories
# for home visiting services	0	0	0	0	0	0	0	0	0	0	0	0	0
# for Group-Based parent support	0	0	0	0	0	0	0	0	0	0	0	0	0
# for Developmental Childcare	0	0	0	0	0	0	0	0	0	0	0	0	0
# for Infant Parent Attachment	0	0	0	0	0	0	0	0	0	0	0	0	0
# Creative Outreach	0	0	0	0	0	0	0	0	0	0	0	0	0
Total of new cases per month:	0	0	0	0	0	0	0	0	0	0	0	0	
Total per year:													0

EARLY INTERVENTION SERVICES AGENCY STANDARDS

Monthly Statistics Report

Appendix N

EYE-DA per month:	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Total per categories
# EYE-DA completed in English	0	0	0	0	0	0	0	0	0	0	0	0	0
# EYE-DA completed in French	0	0	0	0	0	0	0	0	0	0	0	0	0
Total EYE-DA per month:	0	0	0	0	0	0	0	0	0	0	0	0	
Total per year:													0

Children requiring follow-up post EYE-DA:	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Total per categories
# home visiting	0	0	0	0	0	0	0	0	0	0	0	0	0
# follow-up activities	0	0	0	0	0	0	0	0	0	0	0	0	0
# groups-based activities for children	0	0	0	0	0	0	0	0	0	0	0	0	0
# group-based parent support	0	0	0	0	0	0	0	0	0	0	0	0	0
# Development Childcare	0	0	0	0	0	0	0	0	0	0	0	0	0
Total of children requiring follow-up post EYE-DA:	0	0	0	0	0	0	0	0	0	0	0	0	
Total per year:													0

EARLY INTERVENTION SERVICES AGENCY STANDARDS

Monthly Statistics Report

Appendix N

# Children referred elsewhere:	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Total per categories
# other community organisation or agency	0	0	0	0	0	0	0	0	0	0	0	0	0
# Talk With Me Program	0	0	0	0	0	0	0	0	0	0	0	0	0
# doctor/pediatrician	0	0	0	0	0	0	0	0	0	0	0	0	0
# Mental Health Services	0	0	0	0	0	0	0	0	0	0	0	0	0
# speech language pathology services	0	0	0	0	0	0	0	0	0	0	0	0	0
# occupational therapy services	0	0	0	0	0	0	0	0	0	0	0	0	0
# physiotherapy services	0	0	0	0	0	0	0	0	0	0	0	0	0
Total of children referred elsewhere:	0	0	0	0	0	0	0	0	0	0	0	0	
Total per year:													0

# Open cases:	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Total per categories
# home visiting	0	0	0	0	0	0	0	0	0	0	0	0	0
# Infant Parent attachment	0	0	0	0	0	0	0	0	0	0	0	0	0
# group-based parent support	0	0	0	0	0	0	0	0	0	0	0	0	0
# Developmental Childcare	0	0	0	0	0	0	0	0	0	0	0	0	0
# Creative Outreach	0	0	0	0	0	0	0	0	0	0	0	0	0
Total of open cases:	0	0	0	0	0	0	0	0	0	0	0	0	
Average total per year:													0

EARLY INTERVENTION SERVICES AGENCY STANDARDS

Monthly Statistics Report

Appendix N

# Closed cases during the month:	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Total per categories
# home visiting	0	0	0	0	0	0	0	0	0	0	0	0	0
# Infant Parent attachment	0	0	0	0	0	0	0	0	0	0	0	0	0
# group-based parent support	0	0	0	0	0	0	0	0	0	0	0	0	0
# developmental Child Care	0	0	0	0	0	0	0	0	0	0	0	0	0
# Creative Outreach	0	0	0	0	0	0	0	0	0	0	0	0	0
Total of closed cases during the month:	0	0	0	0	0	0	0	0	0	0	0	0	
Total per year:													0

Reason for closing:	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Total per categories
# goals met	0	0	0	0	0	0	0	0	0	0	0	0	0
# age	0	0	0	0	0	0	0	0	0	0	0	0	0
# referred to other services	0	0	0	0	0	0	0	0	0	0	0	0	0
# lack of participation	0	0	0	0	0	0	0	0	0	0	0	0	0
# family moved	0	0	0	0	0	0	0	0	0	0	0	0	0
# refused services	0	0	0	0	0	0	0	0	0	0	0	0	0
# lack of contact	0	0	0	0	0	0	0	0	0	0	0	0	0
# no longer wants services	0	0	0	0	0	0	0	0	0	0	0	0	0
# transferred to another region	0	0	0	0	0	0	0	0	0	0	0	0	0
# other	0	0	0	0	0	0	0	0	0	0	0	0	0

EARLY INTERVENTION SERVICES AGENCY STANDARDS

Child Custody Form

Appendix O

Appendix O – Child Custody Form

This document is required for parents who are separated or divorced and who do not have legal documents to demonstrate legal custody (formal court order, divorce decree, or separation agreement).

PARENT or GUARDIAN INFORMATION (IN BLOCK LETTERS)	
Name of parent/guardian	Telephone Number
Relationship with the child or children (father, mother, guardian)	E-mail
Address	
<p>“I, the undersigned, _____ (first name, family name, in block letters), hereby declare that I have sole or primary custody</p> <p>of the child, _____ (surname, first name), born on _____ (date of birth),</p> <p>of the child, _____ (surname, first name), born on _____ (date of birth),</p> <p>of the child, _____ (surname, first name), born on _____ (date of birth).</p> <p>I do not have legal documents attesting to the above, but I confirm that the information provided to the Early Intervention Program are accurate to the best of my knowledge. No required information has been deliberately concealed or withheld.”</p> <p><i>*The primary caregiver must live with the child and must be primarily responsible for the child’s care and education.</i></p>	

EARLY INTERVENTION SERVICES AGENCY STANDARDS

Child Custody Form

Appendix O

Electronic signature	
Parent/Guardian – By checking the box and entering my name below, I certify that this serves as my official signature.	
Name	Date (yyyy-mm-dd)
c	
Witness – By checking the box and entering my name below, I certify that this serves as my official signature.	
Name	Date (yyyy-mm-dd)
c	

Handwritten Signature	
Parent/Guardian	
Name	Date (yyyy-mm-dd)
Witness	
Name	Date (yyyy-mm-dd)
For additional information regarding legal custody, please consult: The Public Legal Education and Information Service of New Brunswick at http://www.legal-info- legale.nb.ca/en/uploads/file/pdfs/Parenting_EN.pdf	