Compliance Indicator Checklist: Policies & Handbook

1. Develop local early intervention program-specific policies that are aligned with BWEIP policy, as well as a carefully drafted procedural manual as a resource for employees which provide clear instructions and specific guidance necessary to perform the day-to-day operational tasks to maximize consistency and streamline supervision.
   a. Well-written program processes, procedures, and guidance documents help eliminate misconceptions and clearly define job responsibilities.
   b. Sent policies that are in alignment with BW policies on: 12/5/18, if this is not sufficient we will finalize procedural manual and send all or part.

2. Review and challenge any existing processes and procedures collectively with the team on an annual basis as one mechanism to ensure Up to 3 remains current with recommended best practices. Incorporate discussions and have employees sign updated or revised procedures during the annual performance review process as a means of assuring that employees clearly understand their job responsibilities and supervisors‘ performance expectations.
   a. Up to 3 chooses not to use the annual performance review as a point in time to sign off on recommended best practices. Up to 3 will use our community of practice groups to review and update adopted best practice procedures. All staff will review and sign their understand of Up to 3 adopted best practices, annually. New staff will complete the review during program on-boarding.
   b. Timeline, retreat day July 9th, Handbook for Up to 3 process, Jan. 14th, Marla, Kathryn, Sue meet 2nd Mon. 1/2 day
   c. Community of Practice meet - SC- Kathryn, office- Marla, DS- Sue/Curt, SLP/SPARK-Andrea/Lindsey, ABC- Sue & Marla, Behavior- Adriana
   d. Obj: ensure that all staff regardless of role receives training and understand all Up to 3 procedures.
   e. Obj: Comm. Of Prac. Leads will provide training on select best practices for their group at least annual.

IFSP Quality

Initial & Ongoing Eligibility Determination

Early withdrawal from service

Findings: Baby Watch Early Intervention eligibility “shall be determined annually.” In reviewing documented reasons for “Withdrawal by parent” prior to the Annual Review or child’s third birthday, 22% were documented as reasons other than parent satisfaction or relocation. Family fees, frustration with poor communication or inability or unwillingness to accommodate family schedules (e.g., scheduling conflicts with parent’s work schedules) were noted as reasons for withdrawal from services.

Rec. 3. Consider monitoring the reasons why families elect to withdraw from services prior to their child’s third birthday. Revisit or develop policies regarding the method and frequency of communication with families and the expectation to individualize services which includes accommodating family schedules.

1. Questions
   a. date range,
b. Does family survey provide this? How/where was data gathered specifying: with poor communication or inability or unwillingness to accommodate family schedules

c. Parent complaints

In house data review: Date range search 2/1/18- 8/1/18

2. Reasons for exit, parent withdraw other:
   a. Up17401, scheduling conflicts with parent’s work schedules
   b. Up17057, no comment
   c. Up16391, starting intense ABA program and EHS, will have 44 services per week
   d. Up17158, family won’t be home in June, turns 3 on July 8th, parent doesn’t think there will be time for any services

3. Reasons for exit, parent withdraw not interested:
   a. Up17410, up17409, up17493, up17090, up16261, up16472, up17169, up16320, up17489, up17341, up17065, up16088, up17065, up17302, up16088
   b. Up17222, mom’s work schedule changed, time conflicts
   c. Up15435, mom having knee replacement does not want services
   d. Up16076, mom wants to try doing it by herself
   e. CPR- functional, family assessment

The majority of files reviewed include complete CPR documentation. However, some files reviewed contain sparse or no information about the parents’ concerns and priorities. For example, record UP18225 does not include any documented parent priorities. Child record UP17116 states “no concerns,” but priorities listed include “walking and more words.”

Child record UP17125 includes information documented under “Family Concerns” which is better-suited to embedding into related developmental sections of the Present Levels of Development (PLD) in the IFSP:......Sometimes he will say a word or tug or whine. Mom thinks he uses 30 or more words. Treyson understands things well but is only saying 30 words. Sometimes mom has to put food in his mouth, sometimes he will stuff his mouth, sometimes he will spit it out. He has to recognize it before eating it. Plays well with other children and likes to play with them. He likes being around others and gives eye contact to adults. Transitioning from one activity to the next is difficult. Doesn't like some food, bath time can be difficult because he doesn't like his head washed. Family Priorities states “same as above.” This isn’t clearly capturing what the family is most concerned about and what the priorities are.

Rec. 2. Revisit how family assessments are to be documented in BTOTS and provide employee guidance in selecting the method that best aligns with Up to 3’s assessment tool.
   a. Office Staff Comm Prac. - select Program Family Interview/Checklist – effective Jan. 1, 2019

Limit Consent

Sixty-six children were evaluated to determine ongoing eligibility between 02/01/2018 – 08/01/2018. According to the Limited Consent report in BTOTS, 25 families selected not to have their child evaluated in one or more areas of development. Comprehensive evaluations provide critical information about
development and inform interventionists and families about a child’s progress. Given the high percentage of parents opting for incomplete developmental assessments warrants considering how this option is being communicated to families and whether service providers clearly understand the importance of the evaluation and assessment process in early intervention.

Rec. 1. Provide guidance to increase employee understanding and improve communication practices with families regarding the important role a comprehensive evaluation and assessment plays to identify child strengths, challenges, monitor developmental progress, and inform ongoing interventions.

b. Get data from family survey.