



# Early Intervention Program Standards

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# EARLY INTERVENTION SERVICES AGENCY STANDARDS

Introduction

Section 1

## **Table of Contents**

1.0	Introduction .....	5
1.1.	Early Intervention Program Objectives.....	5
2.0	Service Delivery .....	6
2.1.	Referral Process.....	6
2.2.	Screening .....	7
2.2.1.	Screening Process.....	7
2.2.2.	Eligibility for Services .....	7
2.3.	Assessment.....	8
2.4.	Individual Family Service Plan (IFSP) .....	8
3.0	Early Intervention Services.....	10
3.1.	In-Home Visitation Services .....	10
3.1.1.	Eligibility Criteria.....	11
3.2.	Circle of Security .....	11
3.2.1.	Eligibility Criteria.....	11
3.3.	Group-Based Parent Support .....	12
3.3.1.	Eligibility Criteria.....	12
3.4.	Family Support and Community Outreach .....	12
3.4.1.	Eligibility Criteria.....	14
3.4.2.	Newcomers .....	14
3.5.	Developmental Childcare Services.....	14
3.5.1.	Eligibility Criteria.....	15
3.6.	Transition to School.....	15
3.6.1.	EYE-DA Screening.....	16
3.6.2.	EYE-DA Follow-up .....	17
3.7.	Intervention Services - Families of 5 to 8 year olds .....	17
3.7.1.	Eligibility Criteria.....	17
4.0	Case Management.....	19
4.1.	Caseloads.....	19
4.2.	Families Waiting for Service .....	20
4.3.	Case Closure.....	20
4.4.	Transitions .....	21
4.4.1.	Entry into a Licensed Early Learning and Childcare Facility .....	21
4.4.2.	Transition from Early Intervention Services to School .....	21

4.5.	Management of Referrals to Other Services .....	22
4.6.	Case Transfer.....	22
5.0	Administration .....	23
5.1.	Record Keeping.....	23
5.2.	File Retention .....	23
5.3.	Consent for Release of Information.....	23
5.4.	Written Consent Form .....	24
5.5.	Disclosure of Information Without Consent .....	24
5.6.	Staffing .....	24
5.6.1.	Executive Director .....	25
5.6.2.	Reflective Supervisor .....	25
5.6.3.	Family Educator .....	26
5.6.4.	Professional Development .....	26
5.7.	Compliance with Legislation .....	26
5.8.	Board of Directors - Administrative and Service Delivery Policies.....	27
6.0	Accountability .....	29
6.1.	Clinical Monitoring .....	29
6.2.	Administrative Monitoring .....	30
6.3.	Financial monitoring .....	30
6.4.	Reporting Requirements.....	30
Appendix A–	Definitions.....	32
	Ages and Stages/Ages and Stages Social – Emotional Questionnaire (3 <sup>rd</sup> edition) .....	32
	Early Years Evaluation-Direct Assessment (EYE-DA) .....	32
	Infant Parent Attachment.....	32
	In-Depth Assessment.....	33
	Modified Interaction Guidance Program (MIG).....	33
	Public Health Priority Assessment (PHPA) .....	33
	LookSee (formally Nipissing District Developmental Screen) .....	33
Appendix B –	Sample Intake Form .....	34
Appendix C–	Sample Assessments Summary Form .....	35
Appendix D–	Individual Family Service Plan (IFSP) .....	36
Appendix E –	Sample Parental or Legal Guardian Consent Form .....	38
Appendix F –	Sample Consent to Release and Receive Information .....	39
Appendix G –	Sample File Transfer Notification .....	40
Appendix H –	Sample Discharge Report .....	41
Appendix I –	Statistics.....	42

Appendix J – Sample Child Custody Form .....43  
Appendix K – Criteria for Intensity of Service .....44

## 1.0 **Introduction**

Children under 8 years with a risk of developmental delays require effective and well-timed interventions. The Early Intervention Program offers targeted services to families with children aged 0 to 8 who are at greatest risk of developmental delays. The program provides screening, assessment, intervention and case management services to families and connects families to other helpful resources when intensive intervention is not recommended. These services are offered primarily in the family's home and are intended for parents and children residing in New Brunswick, regardless of immigration status.

The program is strength-based and families are seen as partners. The family-centered approach encourages all family members to be involved in the child's development. The programs and services provided by the Family and Early Childhood Agency are 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 J will provide attestation of parental responsibility.

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. Family and Early Childhood Agencies are part of the early childhood network(s) in their community.

These Early Intervention Program 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.

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)*** ([Everyone at their best \(Anglophone sector\) \(qnb.ca\)](#)).

### 1.1. **Early Intervention Program Objectives**

The three program objectives draw on key elements of Healthy Families America (2018-2021) ([Healthy Families America](#)), which form a competency-based framework that guides interventions and assessments.

1. Promoting Healthy Child Growth and Development
2. Promoting positive parent-child interaction/attachment
3. Improving family functioning (family wellness)

## **2.0 Service Delivery**

Family and Early Childhood Agencies promote their services in their community. They work in partnership with professionals and community agencies to support families. Family and Early Childhood Agencies must:

1. manage referrals
2. screen for service eligibility
3. assess the child and family need(s)
4. make service delivery decisions based on assessments
5. develop an Individual Family Service Plan (Appendix D) based on the needs of the child and family including goals and outcome indicators for each child and family receiving services
6. assume case management responsibilities; and,
7. maintain up-to-date records including enrolment, retention, and service completion data

### **2.1. Referral Process**

The Family and Early Childhood Agency is the single-entry point for their services and the connection for children and their families to the Child and Youth Integrated Service team in their region.

Referrals may be received from one or more of the following:

- parent/legal guardian
- family physician
- pediatrician
- speech and language pathologists
- occupational therapist
- child protection social worker
- public health nurse
- Child and Youth Integrated Service Delivery program
- School or school district personnel

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 the results of one of the following assessments completed by the Public Health Nurse:

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

The Family and Early Childhood Agency will screen and assess referrals from all sources based on the criteria in these Standards.

## 2.2. Screening

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

If the referral comes from Public Health, it is not necessary to repeat assessments that have already been completed. Results of these assessments must be included with the referral to ensure a comprehensive case plan.

### 2.2.1. Screening Process

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

- Intake/Referral form (Appendix B)
- LookSee (formally Nipissing District Developmental Screen)
- Brief Assessment Tool
- Screening Summary form

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

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 E)

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

- speak directly with the parent or legal guardian
- document/record in the child's file that the parent has agreed to be screened; and,
- have parents/legal guardians sign a consent form (Appendix E) on first face to face contact

### 2.2.2. Eligibility for Services

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; and,
- 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 and live within the geographical boundaries of the agency providing the service.

### 2.3. **Assessment**

To assess the family's need for 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 (Appendix A) to establish:
  - i) risk levels
  - ii) areas identified as needs, and strengths/protective factors; and
  - iii) additional resources required
- complete any other relevant assessments that identify the strengths and the needs of the child and family based on the clinical judgment of agency staff

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 6 months, except for the Circle of Security program and Family Support and Community Outreach
- to determine program eligibility and follow-up with children evaluated as potentially at high risk through the EYE-DA

Note: The EYE-DA is a universal service and, parents may choose not to have their child evaluated.

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

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 offered, and,
- the level/intensity of intervention that will be offered to the family (Appendix K).

Please refer to Appendix A for information on the screening and assessments tools.

### 2.4. **Individual Family Service Plan (IFSP)**

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

- assigned agency staff must contact the family to schedule intervention
  - the IFSP must be developed in collaboration with the family
  - when a referral comes from Child Protection staff, the agency staff will collaborate on setting family goals to include the information and assessments from Child Protection's interaction with the family. However, the goals and activities must be within the scope and range of Early Intervention Services as described in these Standards



## EARLY INTERVENTION SERVICES AGENCY STANDARDS

### Service Delivery

### Section 2

Development of this plan must:

- be started after screening and assessment have determined eligibility and identified the type of service required
- be completed and approved by the Reflective Supervisor within 60 working days after the case is assigned (Newcomer families may require up to 75 working days); and,
- be reviewed updated every 6 months until case closure

The 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
- family/child goals and actions
- signature(s) of the parent(s)/legal guardians
- signature of the Family Educator

Please refer to Appendix D for a sample IFSP.

### **3.0 Early Intervention Services**

Family and Early Childhood Agencies must offer the following services:

- In-Home Visitation
- Circle of Security
- Group-Based Parent Support
- Family Support and Community Outreach
- Developmental Childcare
- Transition-to-school activities including the Early Years Evaluation – Direct Assessment and the Making Friends, Learning Together project.

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

- had their first home visit
- participated in Circle of Security session
- participated in the first Group based Parent Support session
- been contacted through the Family and Community Outreach Program
- been enrolled in and are attending a licensed early learning and childcare facility as part of the Developmental Childcare Services

#### **3.1. In-Home Visitation Services**

In-Home Visitation is defined as regular face-to face interaction that occurs between the agency staff and the family in the family's home. Home visits allow the agency staff to establish a solid rapport and trust with families, to understand their unique strengths and needs and to partner with parents to create and achieve an Individual Family Service Plan (IFSP). Home visits last approximately one hour and the child typically must be present.

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" to either increase or decrease intensity (Appendix K)
  - High intensity = Weekly visits
  - Medium Intensity = Bi-weekly visits
  - Low Intensity = Monthly visits
- provide support, assistance, and guidance to families on child development and appropriate expectations to help foster 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 Reflective Supervisor is responsible to make clinical judgments regarding the level of intensity of the service and therefore must be consulted on any changes made to the level of intensity of home visits.

### **3.1.1. Eligibility Criteria**

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 tool
- the family or child must have identified need based on assessment criteria after initial referral and screening
- in-home visitation is believed to be of benefit to the family
- the family expresses and shows difficulties in dealing with their child and have challenges with respect to parenting skills
- if available, EYE-DA results demonstrate a significant need that would be better met through in-home visitation

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 to parents of school-aged children that is less intensive and for a short duration, focused on building parenting skills only.

### **3.2. Circle of Security**

Circle of Security is a parenting program for caregivers of children between the ages of 4 months and 6 years that aims to improve parent and children attachment (Appendix A) by supporting and strengthening secure parent-child relationships. Circle of Security Model of Early Intervention is based on attachment theory.

Family and Early Childhood Agency staff must be trained on the Circle of Security Models of Early Intervention ([Circle of Security International – Early Intervention Program for Parents and Children](#)).

#### **3.2.1. Eligibility Criteria**

Circle of Security is a universal program. Any parent with a child 4 months - 6 years may benefit from this program. Most often, the Family Educator, by their observation or assessment, determines that the parent-child would benefit from the Circle of Security program.

Please note: Family and Early Childhood Agencies may offer the Modified Interaction Guidance Program (MIG). However, program staff training requirements must be met. See Appendix A for further information.

### **3.3. 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 and may help families manage their social network challenges. Group dynamics can be used to facilitate learning, and transfer of knowledge. Facilitated group interaction can assist parents in jointly solving problems and may be powerful in inducing change.

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)
- supporting the implementation of new ideas and strategies during home visits

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

- Family Resource Centers when delivering parenting skills training
- the Talk with Me program to provide opportunities to promote speech and language development through group activities

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

#### **3.3.1. Eligibility Criteria**

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 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); and,
- there are no other group-based parent supports in the community available to meet the assessed needs of the family.

### **3.4. Family Support and Community Outreach**

Family and Early Childhood Agencies promote their program in their community; They also work in partnership with professionals and various community agencies to support families, Family Support and Community Outreach involves respectful and persistent outreach methods utilized to attract, engage, and retain families in Family and Early Childhood Agency services. These methods are intended to build awareness of the Agency's programs and services; connect with families who may be reluctant to accept services; reconnect with families who have become disengaged over a period of time; and, to remain connected with families who require a break in service due to life and/or family circumstances.

Family and Early Childhood Agencies must use various approaches to engage with families who are hesitant or uncertain about services. 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. These approaches can be used to communicate with families that appear reluctant to engage, who cancel appointments regularly, or who are often not available for home visits or scheduled services.

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

For families who 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 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 family should not remain on hold for more than 90 consecutive days.

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

- Use positive approaches that are intended to build family trust, be non-intrusive, respectful, and empowering for families
- Offer support to families when there are extenuating circumstances in the family.
- Offer support to families for up to 90 consecutive days after the initial screen for families that are initially reluctant to accept the service
- Offer support to families for up to 90 consecutive days after the last in-home visit for families who initially accepted early intervention services but have since become disengaged.

Family Support and Community Outreach may consist of a phone call, newsletters, or an invitation to take part in parent support and educational activities, including information sessions. Some suggestions are:

- Offer to get in touch with families in a few weeks to see how things are going
- Offer to forward helpful information to the family and ask whether it would be okay to check back in a couple of weeks to answer any questions
- Inform the parent(s) that there may be an upcoming parenting program of interest to them and information on the program and the registration process will be forwarded to them
- Inquire whether the parent(s) have visited the Family Resource Centre/Children's Library program etc. with an offer to accompany the parent for the first visit
- Offer to meet the parent(s) at a local library or coffee shop to assist them in doing a web search of all the supports that exist in the community

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 services, informing the family that they can receive services in the future if they feel the need and are ready to engage in them; and,
- Document the decision in the family's file.

### **3.4.1. Eligibility Criteria**

To be eligible for **Family Support and Community Outreach**, the following criteria must be met:

- the family has been screened and assessed and is eligible for services
- the family is undecided whether to commit to services
- the family appears to be disengaging from services; and/or
- the family is unavailable due to extenuating circumstances.

### **3.4.2. Newcomers**

Family and Early Childhood Agency staff provide newcomer families with information and support on parenting in a Canadian context, including access to relevant resources and services, and tools and activities to improve the parent-child relationship. The eligibility criteria are the same as those described above.

Services must take into account the culture of families so that staff understand, recognize and respect the cultural differences of families. The materials used reflect as much as possible the cultural, linguistic, geographic, racial and ethnic diversity of the population served.

The use of an interpreter to facilitate the interventions must be considered when necessary.

Agency staff will have flexibility in working with newcomer families.

### **3.5. Developmental Childcare Services**

Developmental Childcare is provided for children aged 3 to 5 with developmental delays who would benefit from participating in a licensed early learning and childcare facility as part of their overall IFSP. Tuition fees may be provided by the Department to eligible families for up to 12 hours per week for their child to attend the early learning and childcare facility.

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 Family Educator must:

- inform parents of the decision and assist parents in identifying an early learning and childcare facility for the child and provide support with:
  - application for tuition fees through the Designated Centre – Parent Subsidies program or the Daycare Assistance Program (DAP).
  - 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
  - application for additional funding if the child requires a support worker to attend the early learning and childcare facility
  - application for additional funding to pay for the child's transportation, if required.
- organize or lead a case conference with the parents/legal guardians, early learning and childcare staff, and partners involved with the child to develop and share a child Individual Service Plan (ISP) that meets the child's needs
- work in partnership with the early learning and childcare facility to ensure that the goals previously identified in the ISP continue to address the child's developmental needs while attending the facility
- complete a progress report to verify that the goals established are targeting the child's needs and that the child is making progress towards achieving these goals every 6 months
- provide the DAP or the Designated Centre – Parent Subsidy Program with a notice of termination of services 2 weeks before a scheduled termination date

### 3.5.1. **Eligibility Criteria**

Determining eligibility for Developmental Childcare Services is the responsibility of the Family and Early Childhood Agency. To be eligible, each of the following criteria must be met:

- The child must:
  - be between age 3 and school entry
  - be from a family that is, or will become, a client of the Family and Early Childhood agency with an active IFSP
  - demonstrate difficulty in one or more of the following areas of development: 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

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.

Children who are clients of the Preschool Autism Program offered through Autism Intervention Services (AIS) are not eligible for Developmental Childcare Services.

Please refer to the Development Childcare Services Procedures for more information by clicking [here](#).

### 3.6. **Transition to School**

Transition to school is the collective responsibility of families, early childhood networks, communities, school districts and schools. Family and Early Childhood Agencies have a significant role to play in transition to school for children and their families.

Firstly, Family and Early Childhood Agencies are responsible to administer the Early Years Evaluation – Direct Assessment (EYE-DA), which measures developmental outcomes in four domains. The EYE-DA serves to identify each child's developmental strengths and challenges.

The EYE-DA results are shared with parents along with suggestions for continued learning and support, for the purpose of effecting a positive transition to kindergarten.

As well, 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, follow up may consist of information or a referral to other early childhood services in their communities (such as libraries, Talk With Me programs, and Family Resource Centres), identifying a variety of supports and opportunities that will help the child's learning and facilitate their transition to school. For children assessed as moderate-to-high risk, additional assessments to clearly identify the needs, risk factors and protective factors of their child (ASQ-3, ASQ-SE, and In-Depth Assessment with the family) will be offered to parents. The Agency can then offer direct intervention and/or supports as appropriate.

### **3.6.1. EYE-DA Screening**

Family and Early Childhood Agencies are responsible to administer the Early Years Evaluation – Direct Assessment (EYE-DA), which 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

EYE-DA must be offered to screen children who are referred at kindergarten registration. While parents/legal guardians may opt out, every effort must be made to encourage their participation. This assessment helps inform parents, schools and school districts of the child's strengths and challenges in order to prepare for the child's arrival in the school system.

With the consent of parents, school districts and the Family and Early Childhood Agencies will collaborate to initiate the EYE-DA assessment for kindergarten registrants.

Agency staff must:

- work in collaboration with the school to schedule an appointment for the EYE-DA with the family
- work with districts and schools to organize EYE-DA activities related to kindergarten registration
- submit the data from EYE-DA to The Learning Bar, the contracted service provider responsible for the child data analysis  
share the results with parents/guardians
- participate in training provided by The Learning Bar regarding EYE-DA administration, guidelines for interpreting results, and data entry into their system.



**3.6.2. EYE-DA Follow-up**

Family and Early Childhood Agencies will offer EYE-DA follow-up with all children identified as having difficulty in one or more developmental domains:

- parents/guardians of children who are assessed at low risk will be provided with recommendations to other community services
- parents/guardians of children who are assessed as potentially medium to high risk will be offered intervention service
- Agency staff will offer strategies to support children's transition to school
- Agency will provide a continuum of interventions, including access to the Making Friends, Learning Together Project where applicable. This project supports children to build the skills and competencies to begin Kindergarten at their very best

Please refer to the Making Friends, Learning Together Project Guidelines for detailed information by clicking [here](#).

EYE-DA follow-up and a positive transition to school are joint responsibilities of the many partners who work in collaboration, including Family and Early Childhood Agencies, School Districts, Family Resource Centres, libraries, and Talk With Me.

Parents/guardians do not have to be involved in other Early Intervention services for their children to engage in EYE-DA follow-up services.

**3.7. Intervention Services - Families of 5 to 8 year olds**

Family and Early Childhood 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.

The Family & 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/guardians 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.

**3.7.1. Eligibility Criteria**

Prerequisite for intervention services for families of children 5 to 8 years old is:

- a medium-to-high risk score on the EYE-DA
- or

## EARLY INTERVENTION SERVICES AGENCY STANDARDS

### Early Intervention Services

### Section 3

- 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.

#### **4.0 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 Family Educator 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 IFSP

The Reflective Supervisor must review IFSPs during regularly scheduled supervision over the course of each family's involvement to ensure that goals are:

- Specific; Measurable; Attainable; Relevant; Timely (SMART)

All IFSPs 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 IFSP, the agency staff is responsible to describe the activities and services required to support the child to achieve developmental outcomes.

The agency staff must:

- share assessment results with the family and assist them in interpreting results
- provide opportunities for families to identify and prioritize their needs
- respect the family's lifestyle, language, culture and other individual characteristics
- anticipate changes in services and prepare the family for these changes
- include the family in all decisions that affect them, using a "team approach"
- 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
- collaborate with other partners

#### **4.1. Caseloads**

Caseloads must be determined according to the principles of a weighted caseload model, considering the intensity level of service required. The minimum caseload will be 15 families per full-time Family Educator.

Best practice research indicates administrative duties of a full-time Family Educator should not exceed 20% of their hours worked.

Administrative duties include, but are not limited to:

- participation in reflective supervision
- employee evaluation
- written client evaluation
- record keeping, including report writing and client evaluations
- research
- training
- record keeping
- participation in staff meetings

#### **4.2. Families Waiting for Service**

Occasionally, families referred to the Early Intervention program may be placed on a Waiting for Service list.

When this occurs, families must be contacted within 10 working days from referral date. Families should be informed of the estimated wait time and given a date of the next contact.

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.

Agency staff should make every effort to offer helpful alternatives that will provide continuity of service and learning to families waiting for service. 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 reflected in IFSP when developed.

#### **4.3. 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 engage the parent for 90 consecutive days (see section 3.4)
- the program goals for the child and family have been attained
- the existing community supports can 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 H)

- retain a copy of the Discharge Report in the client's file

#### **4.4. Transitions**

The Family and Early Childhood Agency is the liaison for:

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

##### **4.4.1. Entry into a Licensed Early Learning and Childcare Facility**

The Family and Early Childhood Agency must:

- assist family members to 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 (and parent/guardian if desired) to discuss the child's identified needs and strengths
- the Agency must have parental consent to:
  - visit a licensed early learning and childcare facility the child is enrolled or enrolling
  - attend any case conference

##### **4.4.2. 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 school entry
- 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 to develop a transition plan with the school that reflects the family's 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 assessment information that might be useful in the planning process
- the range of programs, resources, and services the child is currently using

#### 4.5. **Management of Referrals to Other Services**

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

This may require sharing information between the Agency, the Department and 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.

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.

#### 4.6. **Case Transfer**

When a family 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 without further screening.

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 G) 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; and
- 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 approved by the Department. The transferring Agency is responsible for ensuring that files being transferred between agencies are transferred in a way that protects client information and confidentiality.

## **5.0 Administration**

The Board of Directors is responsible for the administration of Early Intervention Services (see section 5.8).

### **5.1. Record Keeping**

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

- copy of all completed child and family assessments
- initial intake, screening, and discharge report summaries
- all reports/correspondence and notes kept, sent or received
- copy of the IFSP and child's Individual Service Plan (ISP)
- child's developmental progress report submitted by the early learning and childcare facility
- consent forms signed by the family
- common ISD plan, if ISD is involved
- videotapes on file, unless the videotape has been released to the family

### **5.2. File Retention**

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
- always be maintained in a secure location
- maintained for 7 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.

### **5.3. 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. As such, Department staff, school and school districts may access client information subject to parental consent.

Agencies are required to comply with legislation that applies to government regarding personal information. Agencies 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. **Written Consent Form**

The written consent form (Appendix E) 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 time period during which the consent remains valid

#### 5.5. **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 and Child Protection Social Workers

#### 5.6. **Staffing**

Family and Early Childhood Agencies must employ as a minimum:

- one executive director
- one administrative support person
- one Reflective Supervisor for every 12 Family Educators
- the number of Family Educators as required to manage the screening, assessment and intervention requirements identified in these Standards

All staff must:

- have a criminal record check, and/or vulnerable sector check and a Social Development prior contact check completed every 5 years
- receive training in the process for reporting suspected abuse
- 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

Families and children will receive intervention services from:

- Reflective Supervisor responsible to oversee all child and family intervention services, including IFSP goals and training and is responsible for making clinical decisions about the intensity of the service.



- Family Educator responsible to provide direct intervention to children and their families according to the objectives as defined in the IFSP and participates in clinical supervision meetings.

### 5.6.1. Executive Director

The Executive 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

### 5.6.2. Reflective Supervisor

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
  - 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

### 5.6.3. **Family Educator**

Family Educator 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

### 5.6.4. **Professional Development**

All staff must have the opportunity to participate in continuing education or professional development to maintain their knowledge of best practices in early intervention. A minimum of 10 hours of training or professional development must be completed annually. Training or professional development can take the form of webinars, on-site training, readings, etc. Agency management is responsible for recording professional development activities.

### 5.7. **Compliance with Legislation**

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

- *Corporations Act*
- *Business Corporations Act*
- *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*
- *Workplace Health and Safety Act*
- *Official Languages Act*
- *Family Income Security Act*

- *Procurement Act*
- *New Brunswick Fire Prevention Act*
- *Public Health Act*

### **5.8. 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. Agencies must hold a minimum of four regular meetings and an Annual General Meeting per year. These meetings must respect an established quorum that allows them to effectively make decisions.

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 terms of the **Professional Services Agreement**.

The Board of Directors will manage all aspects of the Executive Director position including recruitment and retention, roles and responsibilities, and performance evaluation. The Board of Directors will support professional development opportunities of the Executive Director. A minimum of 10 hours of professional development per year is required.

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

The Board of Directors must ensure compliance with the Early Intervention Service Standards and the terms of the agency's Agreement with the Department.

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

- Governance
- Human resources
- Financial management
- Risk management

Refer to Schedule A "Statement of Work" and Schedule B "Budget, Payment Schedule, Accountability and Resources", of the [Professional Services Agreement](#) for the responsibilities required of the Board of Directors

### **5.9. Collaborative practice**

The agency must establish a collaborative practice plan when the child and/or family:

- obtain intervention in early learning and childcare facility or at home
- make the transition to school
- receive services from Social Development (Child Protective Services)
- receive services from the Autism Services
- receive services from other professionals

## EARLY INTERVENTION SERVICES AGENCY STANDARDS

### Administration

### Section 5

Collaborative practice occurs when two or more professionals, including the Agency, work together to achieve a common goal and/or solve a variety of complex problems and questions. A collaborative practice facilitates the child and family's progress.

Collaborative practice plans should recognize the individual expertise of professionals, paraprofessionals and parents/guardians as well as summarize the contributions of each to creating an effective plan for the child and family. Collaborative practice plans should be grounded in research and evidence-based interventions.

The collaborative practice plan will be reflected in the IFSP for the family, when applicable. It will identify specific and complementary objectives and strategies shared by the various professionals working with the family.

The agency must establish a collaborative practice plan when the child and family:

- receive intervention services in an early learning and childcare facility
- transition to school
- receive Social Development services (Child Protection Services)
- receive services from the Preschool Autism Program
- receive services from other professionals

## **6.0 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 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.

The Board of Directors is 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 Agreement.

Early Childhood Services Directors will work with the Board and Agency Executive Director to monitor compliance with Early Intervention Program Standards. The monitoring framework ensures a system of regular, official communication between the Board of Directors, the Agency Executive Director, and the Early Childhood Services Director in the school district. 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.

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

Refer to the Schedule B “Budget, Payment Schedule, Accountability and Resources” of the Professional Services Agreement for a complete description of the Accountability Requirements ([Professional Services Agreement](#)).

To ensure accountability, the Minister is authorized to conduct, at any time, audits relating to

- Clinical practices
- Administrative practices
- Intervention practices
- Financial practices

### **6.1. Clinical Monitoring**

The Provincial Early Intervention Program Advisor assesses compliance with the service delivery model in these standards. Audits based on a review of clinical files will be conducted to determine the effectiveness of the program in achieving the IFSP goals for children and families. The audits will also provide an opportunity to assess the effectiveness of the agency's strategies in achieving program objectives from currently available resources.

**6.2. Administrative Monitoring**

Administrative information will be reviewed by the Early Childhood Services Regional Directors in the school district to determine the effectiveness of the program and staff in achieving goals for children and families.

Administrative oversight includes:

- a meeting with the Agency Executive Director to verify the submission and review of reports
- auditing records for compliance with records management
- a meeting with the Board of Directors for the review of the Governance model and practices

Administrative monitoring will be carried out regularly throughout the year using the tool developed by the Department.

Refer to the Schedule B “– Budget, Payment Schedule, Accountability and Resources” of the Professional Services Agreement for a complete description of monitoring activities. ([Professional Services Agreement](#)).

**Parent/Guardian Surveys**

The Department will conduct a survey with parents to determine the parent’s satisfaction with the effectiveness of services, parents’ satisfaction with the service offered, and the quality of interventions.

Family and Early Childhood agencies may also provide a survey to parents/guardians when the child’s file is closed.

**6.3. Financial monitoring**

The audited financial statements must be submitted 90 days after March 31<sup>st</sup> of each fiscal year. The audit must be consistent with Canadian accounting practices for not-for-profit organizations.

**6.4. Reporting Requirements**

The Family and Early Years Agency must report on outcome measures defined in the [Professional Services Agreement](#).

The following are minimum reports required as per the Agreement:

- Audited Financial Report
- Annual Program Report
- Intervention Audit/Review
- Statistics (Appendix I)
- Quarterly Financial Report (Budget, Payment Schedule, Accountability and Resources)

## EARLY INTERVENTION SERVICES AGENCY STANDARDS

Accountability

Section 6

Agencies must use the data collection forms, reports and tools provided by the Department. This includes electronic database systems.

Refer to the Schedule B “– Budget, Payment Schedule, Accountability and Resources” of the Professional Services Agreement for a complete description of reporting requirements ([Professional Services Agreement](#)).

## **Appendix A– Definitions**

### **Ages and Stages/Ages and Stages Social – Emotional Questionnaire (3<sup>rd</sup> edition)**

The Ages and Stages tool is a validated and recognized developmental assessment that is designed to provide a picture of the child’s developmental progress in all domains and 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 IFSP.

### **Early Years Evaluation-Direct Assessment (EYE-DA)**

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

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.

### **Infant Parent 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).

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.



**In-Depth Assessment**

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.

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

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

**Modified Interaction Guidance Program (MIG)**

This program 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.

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 Atypical Maternal Behavior Instrument for Assessment and Classification (AMBIANCE). See definition above.

**Public Health Priority Assessment (PHPA)**

A validated assessment tool administered at birth and prior to discharge from the hospital. It is used to identify infants at risk for developmental delays.

**LookSee (formally Nipissing District Developmental Screen)**

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.

EARLY INTERVENTION SERVICES AGENCY STANDARDS

Intake Form

Appendix B

**Please note:** All forms in these appendices are samples only. Download copies of fillable forms by clicking [here](#).

**Appendix B – Sample 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		
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			
Log of follow-up contacts in dealing with the referral:			

EARLY INTERVENTION SERVICES AGENCY STANDARDS

Assessment Summary Form

Appendix C

**Appendix C—Sample 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			
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:			
EYE-DA Results:			
Date completed:			
Does the information meet the eligibility criteria? <input type="checkbox"/> Yes <input type="checkbox"/> No			
Awareness of Self & 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			
<b>Synthesis of all assessment results:</b>			
<b>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.</b>			
Recommended Early Intervention Services (?):			
<input type="checkbox"/> In-Home Service			
<input type="checkbox"/> Infant Parent Attachment (Circle of Security or other)			
<input type="checkbox"/> Group-based Parenting			
<input type="checkbox"/> Family Support and Community Outreach			
<input type="checkbox"/> Developmental Child Care Services			
<input type="checkbox"/> EYE-DA Assessment			
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			

EARLY INTERVENTION SERVICES AGENCY STANDARDS

Individual Family Service Plan

Appendix D

**Appendix D—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:		

<b>Participants in developing the IFSP:</b>
Parent (s):
Interventionist:
Reflective Supervisor:
Date of plan:
Date of review (6 months later):
Date of review if needed:
Reasons for the referral:
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
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		

**EARLY INTERVENTION SERVICES AGENCY STANDARDS**

Individual Family Service Plan

Appendix D

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			
<b>Objectives and Intervention Section:</b> 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			
<b>Persons/Professionals involved with the family:</b> Name	<b>Agency</b>	<b>Telephone</b>	<b>Title/Function</b>

**Child and Family Objectives**

**Specific, Measurable, Attainable, Relevant, Time-based**

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

**Family Authorization and signatures**

EARLY INTERVENTION SERVICES AGENCY STANDARDS

Parent or Legal Guardian Consent Form

Appendix E

**Appendix E – Sample 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. Participation in the Early Intervention Program may include the following:

- assessments
- intervention, and
- A referral to other community services:
  - the Talk with Me Program through you District
  - your Local Family Resource Centre
  - a licensed early learning and childcare facility Specify Facility Name:

As part of the Early Intervention Program, you will be advised of your child's assessment results and will participate in creating an individual family service plan that meets the needs of your family.

I (we) understand that information is collected and used by the Department of Education and Early Childhood Development (EECD) for the purpose of determining appropriate early intervention services for your family. EECD collects, uses, retains, discloses and disposes of personal information in accordance with the *Right to Information and Protection of Privacy Act (RTIPPA)*, and all other applicable legislation, regulation and policy.

As part of the Early Intervention Program, EECD will be disclosing information to your child's school and school district to ensure a smooth continuum of learning for your child in school .

Please, indicate below if you give consent to this disclosure.

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.

EARLY INTERVENTION SERVICES AGENCY STANDARDS

Consent to Release and Receive Information

Appendix F

**Appendix F – Sample 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

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 G

**Appendix G – Sample 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 H

**Appendix H – Sample 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 IFSP goals met? <input type="checkbox"/> yes <input type="checkbox"/> no			
Reason(s) for closure?			
Additional Comments			

\_\_\_\_\_  
Agency staff

\_\_\_\_\_  
Date

\_\_\_\_\_  
Reflective supervisor

\_\_\_\_\_  
Date

EARLY INTERVENTION SERVICES AGENCY STANDARDS

Statistics

Appendix I

**Appendix I – Statistics**

The following data is collected on a monthly basis and entered quarterly into an electronic database provided by the Department.

#	Data Required	Frequency
1	≥ 3 years in EI	Monthly
2	< 3 years in EI	Monthly
3	Cumulative Total # of children with an open file	Monthly
4	Monthly Average # of children on the caseload	Monthly
5	# of children from birth to school entry on the caseload	Monthly
6	# of children school entry to end of grade 2 on the caseload	Monthly
7	# of children on the Waitlist	Monthly
8	# of children receiving DCC services	Monthly
9	# of children in DCC with a support worker	Monthly
10	Cumulative # of children with an open DCC file	Monthly
11	# children with improved ASQ-3 scores after 1 year of intervention	Annually
12	# children with improved ASQ-SE scores after 1 year of intervention	Annually
13	% of children who demonstrate developmental progress after one year of intervention	Annually
14	EYEDA Risk requiring follow-up	Monthly
15	EYEDA Risk requiring follow-up who become regular EI	Monthly
16	# children who accept follow-up after the EYE-DA	Monthly
17	# of staff employed by the FEC agency	Monthly
18	# Educators employed by the FEC agency	Monthly
19	% of files that demonstrate progress with IFSP goals at the time of discharge (Yes/No)	Monthly
20	# of families engaged in intervention services within 90 consecutive days from referral date	Monthly
21	% of children whose positive protective factors increased after 6 months of intervention services	Monthly
22	# of intakes	Monthly
23	# of discharges	Monthly
24	# of home visits	Monthly
25	# of group parenting sessions	Monthly
26	# Circle of Security) sessions offered	Monthly

**Appendix J – Sample 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).

<b>PARENT or GUARDIAN INFORMATION (IN BLOCK LETTERS)</b>	
<b>Name of parent/guardian</b>	<b>Telephone Number</b>
<b>Relationship with the child or children (father, mother, guardian)</b>	<b>E-mail</b>
<b>Address</b>	
"I, the undersigned, _____ (first name, family name, in block letters), hereby declare that I have sole or primary custody of the child, _____ (surname, first name), born on _____ (date of birth), of the child, _____ (surname, first name), born on _____ (date of birth), of the child, _____ (surname, first name), born on _____ (date of birth).  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."  <i>*The primary caregiver must live with the child and must be primarily responsible for the child's care and education.</i>	
<b>Electronic signature</b>	
<b>Parent/Guardian</b> – By checking the box and entering my name below, I certify that this serves as my official signature.	
<b>Name</b>	<b>Date (yyyy-mm-dd)</b>
<b>Witness</b> – By checking the box and entering my name below, I certify that this serves as my official signature.	
<b>Name</b>	<b>Date (yyyy-mm-dd)</b>
<b>Handwritten Signature</b>	
<b>Parent/Guardian</b>	
<b>Name</b>	<b>Date (yyyy-mm-dd)</b>
<b>Witness</b>	
<b>Name</b>	<b>Date (yyyy-mm-dd)</b>
For additional information regarding legal custody, please consult: The Public Legal Education and Information Service of New Brunswick at <a href="http://www.legal-info-legale.nb.ca/en/uploads/file/pdfs/Parenting_EN.pdf">http://www.legal-info-legale.nb.ca/en/uploads/file/pdfs/Parenting_EN.pdf</a>	

**Appendix K – Criteria for Intensity of Service****CRITERIA FOR INTENSITY OF SERVICE****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

**1. 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

**2. 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

**3. 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