

STATE LEAD AGENCY UPDATE

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Parent Access to Child's Record

A new enhancement to TOTS was announced at the recent Infant-Toddler Institute during. Later this fall, parents will have the opportunity to obtain a secure logon to TOTS so that they can view their child's early intervention record online. Several questions have been asked by providers concerning the parent's access to the TOTS record.



Why let parents see the record?

Since the beginning of First Steps, parents have always had the right to view their child's records. The Family Educational Rights and Privacy Act (FERPA) gives custodial and noncustodial parents alike certain rights with respect to their children's education records, unless there is evidence that there is a court order or state law that specifically denies access. Otherwise, both custodial and noncustodial parents have the right to access their children's education records, the right to seek to have the records amended, the right to consent to disclosure of personally identifiable information from the records (except in certain circumstances specified in the FERPA regulations), and the right to file a complaint. The term "education records" is defined as those records that contain information directly related to a child and which are maintained by an educational agency or institution or by a party acting for the agency or institution such as the POE. Under IDEA, early intervention records are defined as education records. The change in access with parent logons is the convenience for parents. Parents who have a computer with Internet will be able to access the record without going to the POE office.

What parts of the record will parents be able to see?

Parents will have a secure logon, specific only for their child's record. They will have "read-only" access to all screens except the following: Account Payable, Transfer, Search Child, Doc/Forms and Child Management.

Why is the State Lead Agency doing this?

The SLA sees this as a way to further enhance and engage parents. The purpose of First Steps is to build the capacity of the parent/family to meet the needs of their child. Exercising the right to review the record is a way of teaching parents how to use their rights—this is a skill that will carry forward with them as their child continues in the edu-

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cational system. Transparency is another factor that supports trust and partnership. Parents also learn how to match what is written about their child—the date of service, the actions in the visit, etc—with their perceptions. Many times parents identify billing discrepancies from the Family Share invoice. Another set of eyes helps us with general supervision. This change leads to better informed consumers of our services

What if there is something in the service logs or communication logs I don't want parents to read?

Providers, including service coordinators, should not have anything in a service or communication log that is not objective and factual. There should not be any surprises in the notes. If parents really are viewed as partners in early intervention, they have discussed all issues regarding their child with members of the IFSP team. If a provider has concerns about the health or safety of the child, this too should be a part of the discussions with the family.

Won't this keep providers from really entering true "notes"?

Sometimes providers are nervous about documenting anything that can be interpreted as negative. Comments such as "parent was noncompliant" or "parent not interested in working with child" are examples of statements most parents find offensive. Documentation must be objective and factual—like, "parent reported she has not practiced this skill with child", "parent reported being unable to work with child this week". Providers need to document the service visit in compliance with regulation and choose wording that accurately and objectively describes the visit. Parents have the right to request inaccurate or misleading information be amended.



Updates from the OSEP Leadership Conference

State Lead Agency staff recently attended the annual OSEP Leadership Conference. This meeting is a joint meeting with all IDEA formula funded grants—Parts B (special education, 3-21), C (early intervention services) and D (technical assistance).

Highlights:

- ◆ New federal regulations for Part C will be issued by September 30th.
- ◆ OSEP will be focusing on results indicators as they monitor and supervise states. States are provided a six month notice of upcoming OSEP Verification visit. During the six month preparation period, states are expected to identify the focus area for improvement and have robust stakeholder participation in the improvement work. Currently, Kentucky is slated for a visit in 2012.
- ◆ Monitoring will include a more focused look at financial management of Part C systems. There is an expectation that states can verify that a service paid by Part C was actually delivered and that states have mechanisms in place to identify cases where that did not happen and recoup the funds.
- ◆ Given the economic climate, states were warned to expect budget reductions over the next few years.
- ◆ Use of data for decision-making at both the local and state levels was a key theme of several sessions.
- ◆ Emphasis was on improving quality of services and collaboration with other programs.

The IDEA Infant Toddler Coordinator's Association met in conjunction with the OSEP meeting. Many states are facing severe budget issues. Several states have restricted eligibility so that fewer children are served, some have cut provider rates and all have reduced administrative costs in an effort to maintain their system. Many states are having the conversation about pulling out of Part C; one state has developed a bifurcated

program plan that maintains a Part C program for a very restricted population and has a state early intervention program that does not provide the entitlements of Part C or the breadth of services. Luckily, that state has not had to enact those changes yet. A few states face dire budget situations when the ARRA funds are gone at the end of September. While the efficacy of early intervention is no longer doubted, the rising costs and diminishing revenues are significant challenges.

Kentucky is fortunate that we have avoided conversations about pulling out or making First Steps more restrictive. We are in the minority and will need to continue to be fiscally responsible while improving services to children and families. The theme is “more with less”.

KEDS DATA ENTRY CHANGES



Provider assessment data entry for KEDS is much improved and we thank you for your work! To further improve the reliability of assessment data that is received in KEDS, the following changes will be made **only in data entry** procedures for KEDS. As before, all items must have a credit or score. The changes described below are slated for deployment Oct. 1st.

There are **no changes** recommended in **assessment administration**; providers should continue to follow all publisher recommended procedures for administration and implementation of each instrument.

For data entry, KEDS currently accepts six options for each item for the HELP and five options for the Carolina assessments. These data entry options will now be simplified in KEDS, to allow for **more complete data entry** for each child. Providers should continue to credit and score each item as recommended by the publisher for assessment and planning. KEDS data collection will be simplified to increase accuracy, so that all child data is complete and can be used for analysis purposes.

1. For the HELP, indicate if each item is **met (+), emerging (+/-), or not met (-)**. The HELP allows for three additional crediting options including N/A (not applicable), A (atypical) or O (a circle around items of concern). Continue to mark N/A, A, or O on protocols for planning, but choose one of the three options (+, +/-, -) for every item **ONLY** for KEDS.
2. For the Carolina, indicate if each item is **met (+), emerging (+/-), or not met (-)**. The Carolina protocol also allows A+ and A+/- for language and cognitive items which can be performed with assistance; choose one of the three above options (+, +/-, -) **ONLY** for KEDS.
3. For the AEPS, continue to score as before: 2 (met); 1 (emerging) or 0 (not met); there are no changes for AEPS data entry.

Nothing you do for a child is ever wasted.
~Garrison Keillor

FIRST STEPS TO ASSISTIVE TECHNOLOGY

We are pleased to present *First Steps to Assistive Technology*, a collaboration between Assistive Technology Resource Centers (ATRC) and First Steps. The mission is to provide up-to-date information and resources to Early Intervention providers of all disciplines about assistive technology (AT) for infants and toddlers. In order to achieve this mission, an online community of practice has been created.

This website offers you the following resources:

- ◆ a place to connect with providers across the state
- ◆ a platform for sharing your ideas and asking for advice
- ◆ information on equipment commonly used by the birth-3 age group
- ◆ tips for integrating equipment into a child's routines
- ◆ details on how to get AT!

Follow this link to join, contribute, and be a part this community!

<http://kyonlinecommunityofpractice.ning.com/?xqi=0GNbTzlnrObWlh>

SLA TRAINING COORDINATOR UPDATE

Provider Orientation

Sept. 20th
Frankfort
TRAIN # 1025673

Oct. 12th
Frankfort
TRAIN # 1029257

Nov. 8th
Frankfort
TRAIN # 1029258



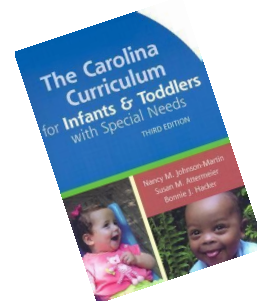
Assessment Training

Assessment trainings are back! Please keep watch on TRAIN and the First Steps website for future training dates. **Please note: The trainings will be cancelled if there are less than 10 participants registered.**

Carolina Curriculum for Infants and Toddlers with Special Needs (CCITSN)

Sept. 21st
Louisville
TRAIN # 1029359

Sept. 28th
Lexington
TRAIN # 1029360



Assessment, Evaluation, and Programming System for Infants and Children (AEPS)

Oct. 6th
Lexington
TRAIN # 1029286

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Kentucky Autism Training Center

Supporting Autism 24/7

Upon completion of this training parents and professionals will have in their repertoire ways to:

- Design a supportive home environment for individuals on the Autism Spectrum.
- Develop strategies for going into the community with individuals on the Autism Spectrum.
- Understand functions of behavior and how to develop strategies based on specific functions.

Seating is limited

Proof of attendance will be offered

Registration Fee: \$30 per workshop
(coffee, lunch buffet and snacks included)

All workshops are scheduled from 8am to 4pm local time

Locations and Dates

Blue Licks State Park, October 14th, 2011
Cumberland Falls State Park, October 24th, 2011
Kentucky Dam State Park, March 5th, 2012
Barren River State Park, March 23rd, 2012
General Butler State Park, April 2nd, 2012
Greenbo State Park, April 23rd, 2012
Rough River State Park, May 11th, 2012

Follow this link to register:

https://louisville.edu/education/kyautismtraining/events/KATC_workshop-registration/

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LOUISVILLE[®]
KENTUCKY AUTISM
TRAINING CENTER



2011 KAECE-KHSA Institute
Perkins Building
Kit Carson Drive
Eastern Kentucky University
Richmond, KY 40475

<http://www.kaece.org/institute.htm>

<http://chfs.ky.gov/dph/firststeps.htm>

**DEC's 27th Annual International Conference
On Young Children With Special Needs & Their Families**

Nov.17 - 19
National Harbor, Maryland, USA





Congratulations to the ICC Award Winners

The KY ICC presented two awards to deserving early interventionists who were nominated by their peers.

Janice Newman, a social worker in the Bluegrass POE, was awarded the Jim Henson Service Award.

Bonnie Thorson Young, KIPDA POE Director, was named the Marge Allen Spirit Award winner.

Both of these individuals have had and continue to have a positive impact on the lives of Kentucky's infants and toddlers with disabilities and their families. Again, congratulations!

