

Early Intervention Handbook



We're creating a more equitable world so people with developmental disabilities can choose their path. We do this by reimaging how care and support can be better connected to fill gaps in human services across an individual's lifespan.







WELCOME

Welcome to the Easterseals Hawaii Early Intervention Program. This handbook is provided to you as a resource, giving you information about your rights and responsibilities while receiving services from us and providing an overview of our program. We believe that the partnership between you and the Easterseals Hawaii team is essential to meet the needs of your loved one.

OUR PURPOSE AND VALUES

At Easterseals Hawaii (ESH), we're creating a more equitable world so people with developmental disabilities can choose their path. We do this by reimagining how care and support can be better connected to fill gaps in human services across an individual's lifespan.

Values shape the culture and define the character of Easterseals Hawaii. Values guide how we, as an organization, behave and are the standards by which we make decisions. As an organization, our values are:

BOLD

EQUITY-INFORMED

COMMUNITY-CENTERED

WELLBEING-DRIVEN

WHO IS A CAREGIVER?

We use the word "caregiver" for anyone who provides regular parenting and care to someone. For example, a caregiver might be a parent, grandparent, aunty or legal guardian.

OUR PROMISE TO YOU

We will provide exceptional, individualized, family-centered services to empower children and adults with intellectual or developmental disabilities, and children who are at risk for developmental delays, to achieve their goals and live independent, fulfilling lives. Our services are voluntary and at any time you can refuse, decline, or withdraw from them.



ANTI-DISCRIMINATION STATEMENT

Easterseals Hawaii believes that everyone should be treated equally. We provide the same level of care to our families regardless of their race, gender expression, religion, national origin, sex, sexual orientation, or any other factor that makes them uniquely themselves.



Set aside quiet time to review the handbook. The information in this handbook is important. Please take time to read all of the information.

WHAT'S NEXT?

STEP 1: Review the contents of this handbook.

STEP 2: Review, sign, date and return the following forms:

- Consent to Services
- Intake packet
- Consent to Photography and/or Video Recording, Authorization to Use/Disclose Photograph(s)

IMPORTANT:

Throughout this handbook, you will see “Tip” sections. Tips offered in the handbook include helpful information and proven parenting strategies.

TABLE OF CONTENTS

An Introduction To Our Coaching Services	4
An Introduction To Early Intervention	8
Our Child-Centered And Family-Involved Approach.....	9
Early Intervention Assessment & Individualized Family Support Plan	
Development	12
Your Child's IFSP Team	15
Early Intervention Sessions	19
Safety Comes First.....	23
Your Rights And Responsibilities.....	25
General Information.....	29
Common Terms Used During Coaching Sessions.....	30
Appendix.....	31
Glossary Of Key Terms	31



AN INTRODUCTION TO OUR COACHING SERVICES

WHO IS EASTERSEALS HAWAII?

Easterseals Hawaii (ESH) is an affiliate of Easterseals, Inc. We have proudly served thousands of individuals and families across Hawaii. ESH is a 501(c)(3) nonprofit organization.

ESH provides comprehensive, evidence-based services to individuals living with disabilities from birth through adulthood and their families.

WHAT FUNDING SOURCES DO WE ACCEPT?

ESH partners with the State of Hawaii Department of Health Early Intervention Section for funding for ESH's early intervention program. Together, we provide caregiver coaching, support, and services. For further information about referrals to early intervention, please call the EI Referral Line at:

- Oahu: 808-594-0066
- Toll Free: 800-235-5477
- Fax: 808-586-0016

For a complete list of services that we offer, please visit eastersealshawaii.org.

key terms

Key Terms used in the handbook help explain important topics throughout. You can also find the Key Terms at the end of the handbook.

Early Intervention

Early Intervention (EI) is a play-based, interdisciplinary, and family-centered model for children ages 0-3 diagnosed with or who may be at risk of a developmental delay.

Family

The family of a child who received necessary early intervention from ESH.

Evidence-Based Treatments

Caregiver coaching, support, and services that are:

- Shown to be effective
- Part of well-designed research

Funding Source

The organization that is responsible for some or all of the payment for services which are provided through ESH.

Primary Service Provider

A designated team member serving as the main point of contact and support for a client and their family.

WHAT IS THE NATURE OF THE SERVICES?

Everyone is unique. That's why families at ESH receive services that are personalized and designed specially to meet their particular needs. A care coordinator is assigned to each family. The care coordinator will support the family through the intake process, the initial evaluation to see if the child qualifies for early intervention services, the eligibility meeting, and if eligible for services, developing an Individualized Family Support Plan (IFSP). An IFSP team consists of the caregiver(s), care coordinator, at least one evaluator, a direct service provider who can address each of the caregiver's concerns and/or any developmental delays that were found in the evaluation, and any advocate or support the caregivers would like to have as part of the IFSP team. This team is responsible for creating each family's Individualized Family Support Plan (IFSP).

ESH's Early Intervention Teams include a care coordinator, early interventionists that can include a physical therapist, speech and language pathologist, occupational therapist, and/or a special education teacher. Every early interventionist at ESH has advanced training and/or is certified according to the laws and regulations for providing early intervention services in the state of Hawaii.

TYPES OF SERVICES

All early intervention services are provided through a caregiver coaching model of service delivery. Types of service providers can include:

- Care Coordinator/Social Worker
- Physical Therapist
- Occupational Therapist
- Speech Language Pathologist
- Special Educator

key terms

Program Director

Oversees program operations of all Easterseals Hawaii Early Intervention.

Programs

Any program in Hawaii serving the 0-3 population through the Department of Health Early Intervention Section.

Sessions

The time during which a family receives services from ESH.

Services

Any early intervention service provided to families.

For a full list of key terms, please view the glossary on page 31.



CAN I GET INTERPRETER SERVICES?

Yes! Interpreter services are provided free of charge. Just let your care coordinator know at least 3 days in advance of any meeting you'd like interpreter services to attend.

EARLY INTERVENTIONIST BACKGROUND CHECK REQUIREMENTS

As a direct care services provider, we must take measures to ensure family safety. ESH recognizes this fact. To work at ESH, employees are fingerprinted, and a background check is required. The U.S. Department of Justice will notify ESH if any violations occur. This is in effect during the entire time that an Early interventionist has a job with ESH. In addition, ESH performs routine screening of all employees to ensure that new hires and existing employees are not on any state or federal exclusion lists.



EXCELLENCE AND HIGH STANDARDS

We are committed to excellence and high standards of service delivery for our families. Our early interventionists are experienced in working with children and families who have intellectual or developmental delays.

ESH follows all laws and regulations required for each of our early interventionists' positions. In addition, we require all early interventionists to participate in ongoing training about:

- The latest research in the field
- Up-to-date coaching approaches
- Cultural awareness and understanding of the diverse populations that ESH serves

Early Interventionists and Care Coordinators also receive direct training through supervision and observation during sessions.

INNOVATION

One of our core values is innovation, or to try out new ways of working. We do this to continuously improve our quality of care. We also do this so that our families will be satisfied. Throughout services we may ask you to complete surveys for quality. Our early interventionists and care coordinators use technology to provide more seamless services, for example, they are used to complete initial and annual evaluations and in other ways throughout services. These apps can help you and your loved one who is receiving services stay informed about services ESH believes that well-being is important for the whole family. Good well-being is associated with better mood and the ability to learn new things. A well-being scale will be administered at the beginning of services and every six months until discharge. These scales will help your care coordinators identify ways to support your family to be successful throughout early intervention and early childhood services with ESH.

PHOTOGRAPHY AND VIDEO RECORDING

When it is possible, ESH uses technology to raise the level of care that we offer to families. This could mean using video or photography during sessions. They are important tools to improve the quality of care. Video and photography enable early interventionists to train and share information with families or caregivers. We strive to use every available and appropriate way to improve services and achieve your child's goals. Your consent to photograph and video record services is an important step to help us accomplish this goal. However, this is voluntary. You may decline to sign this consent or have the right to revoke consent at any time without impact on services, or eligibility for services.

AN INTRODUCTION TO EARLY INTERVENTION

OUR SPECIALITY

Our early intervention services offer a comprehensive, research-based caregiver coaching program for children from birth to three years of age diagnosed with or showing signs of developmental delay, or who may be considered high risk of developing a delay. We use a collaborative and family-centered model of early intervention service delivery. All services are provided in the child's natural environment, including the child's home, childcare center, or other community-based site.



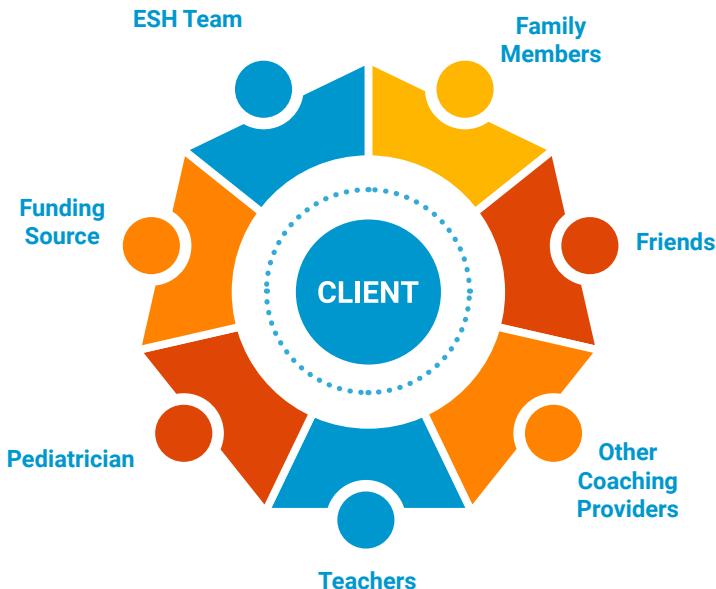
OUR CHILD-CENTERED AND FAMILY-INVOLVED APPROACH

We believe in a family-centered philosophy

We know that a child's primary caregiver is their first and most important teacher. Each family, child, and caregiver is an important member of the IFSP team.

You know your child best, so we try to recognize your knowledge and experience. Our services are provided through the coaching model, where your care coordinator and early interventionists will coach you on techniques and interventions you can use with your child to help reach IFSP goals.

The use of a Primary Service Provider approach to teaming and Coaching Model requires the caregiver to actively participate and be present during sessions. Caregivers will also commit to practicing techniques and interventions between sessions so they can report back to the IFSP team any obstacles and successes.





All caregivers should understand all coaching services. It is helpful for everyone involved in your child's care to understand what the coaching model service delivery method entails. Your IFSP team will always have a care coordinator and depending on the outcomes you want for your child the team can consist of an OT, PT, SLP, and/or Special Instructor. The effectiveness of the coaching model is dependent on positive relationships created between the child, the caregiver, and the PSP.

*Please review the **Family's Guide to Coaching** handout in the Appendix.*

COLLABORATIVE APPROACH

How do we serve families better? We encourage early interventionists from different professional disciplines to work together and share their skills as part of your child's IFSP meeting and during weekly Family Support Team (FST) meetings. Through this collaboration, we are able to help families reach the goals that they plan for their child on the IFSP. Besides input from the ESH team, we may ask other professionals in a family's life, like a childcare provider or pediatrician, for their suggestions. Professionals, family members, friends and the child's family all share valuable information. We want to hear about the child from all the important people in their life. Before we collaborate with anyone outside of the IFSP team, we'll ask you, as the caregiver, to sign a Protected Health Information (PHI) release form.

CHILD'S VOICE

Every child has a voice. Our young children may not be able to say directly what they want and need. Others may communicate through their behavior, but not with words. No matter how a child expresses their wants and needs, we believe it is very important to listen to the child's voice. In early intervention services, the ESH IFSP team will always listen to the child's voice and your family's priorities for your child.



Don't go it alone! Join a caregiver support group online or in person. Reach out to friends, family, or your community for support.

SIBLINGS, FRIENDS, AND PEERS

At ESH we believe brothers and sisters, friends and peers also matter. We may involve siblings, friends and others who are important in a child's life in early intervention sessions if this aligns with your family outcomes and you've signed PHI consent for others to participate in sessions. It is important for ESH early interventionists to focus attention and coaching on the child and primary caregivers during sessions. For that reason, a responsible adult must supervise any siblings and peers also present at sessions.

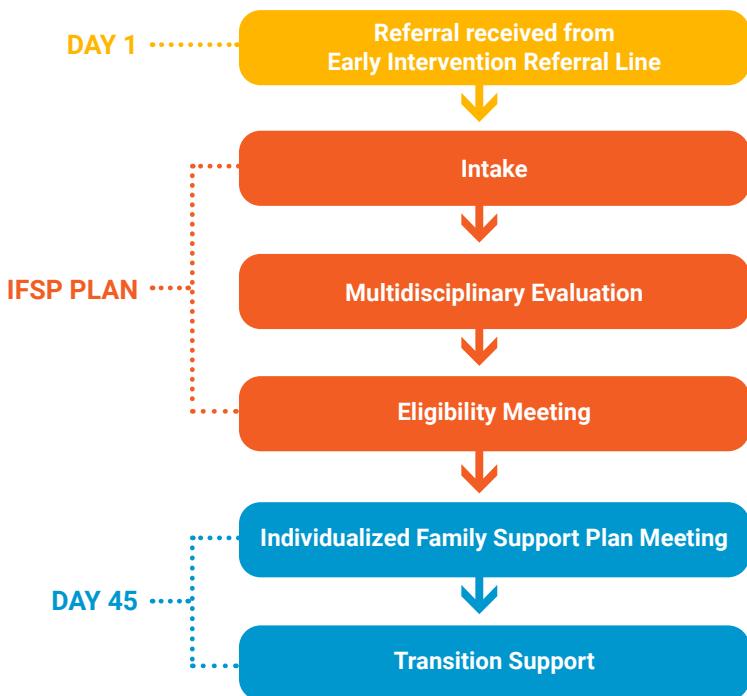
INDIVIDUALIZED COACHING AND FAMILIES

We create Individualized Family Support Plans – IFSPs. Our primary caregiver coaching model puts caregiver feedback, interactions and coaching at the forefront of the entire early intervention process. Care Coordination and Early Interventionists will use coaching support to help you, as your child's primary caregiver, address outcomes for your child within their daily routines.

*Please review the **Family's Guide to PSP** handout in the Appendix.*



EARLY INTERVENTION ASSESSMENT & INDIVIDUALIZED FAMILY SUPPORT PLAN DEVELOPMENT



WHAT TRANSITION SUPPORT LOOKS LIKE

Your family's opportunity to meet with different providers or services available after early intervention.

Your care coordinator will meet with you to talk through the different options in your area and help you prepare questions that you might have for the various agencies.

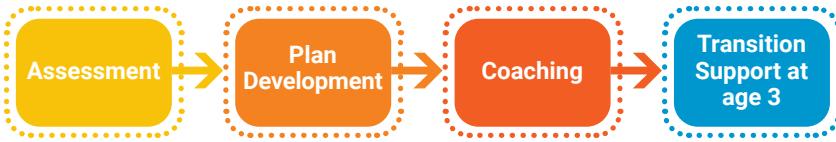
TRANSITION NOTICE

If a family is interested in completing an evaluation through the Department of Education (DOE) a Transition Notice is signed and sent to their geographically assigned homeschool with any documentation the family would like to share from their time in early intervention. A family can always decline to have information sent to DOE by signing the declination on the Transition Notice.

tip

Don't forget to schedule time for your child's sessions. When beginning services, look at your family's daily schedule and determine if it needs to be changed in order to make time for your child's early intervention sessions to include you as the primary caregiver, and take place during daily routines where your child has goals for growth and development.





Early Intervention providers use coaching interactions during early intervention visits to help parents enhance their abilities to interact with their children in ways that support their child's learning and development.

What does a coaching session typically look like?

JOINT PLANNING

At the beginning of the visit, you and your provider talk about the plan and goals from the last visit. You share with your provider what you tried with your child, and what did and didn't work.

OBSERVATION

Your provider watches how you and your child play and interact in the things that you do every day. Your provider might show you a strategy to use, and then they might ask you to try it.

ACTION

Your provider helps you practice new ways to help your child meet their goals as you go about your daily routine. In between visits, you can put into action those strategies you came up with together.

REFLECTION

Your provider asks questions about what you've already tried with your child and what is typical for your family. Your provider listens to you and you both discuss what has or has not worked, why it has or has not worked, and new ideas for you to try.

FEEDBACK

Your provider shares information with you and helps you figure out what strategies will best help your child meet their goals.

JOINT PLANNING

At the end of the visit, you and your provider come up with a plan together that says what you want to try with your child in between visits, and you schedule your next visit.

BEHAVIORAL MANAGEMENT

In times where your child might exhibit a challenging behavior(s), our early interventionists can provide coaching support on positive behavioral management and if needed, you can talk to your care coordinator about adding positive behavioral support services to your IFSP.

YOUR CHILD'S IFSP TEAM

ESH uses a tiered Early interventionist Team approach, an industry best practice. We encourage you to interact with all members of your child's IFSP team.

YOUR CHILD'S EARLY INTERVENTIONISTS

Early Interventionist

- Provides direct coaching based on your child's IFSP plan

Early Intervention Program Manager

- Supervises the early interventionist and care coordinators on the team
- Oversees the early intervention program

Program Director

- Supervises early intervention program managers
- Oversees the Early Intervention Programs as a whole



ATTENDANCE

Being discharged means leaving the program. Planning for the discharge process starts as soon as the family begins receiving services. There are many reasons a child may transition from EI:

- If the child does not have an IFSP and there are consecutive absences, this is defined as:
 - 2 consecutive no-shows to meetings/sessions or
 - 3 consecutive cancellations with less than 24-hours' notice or
 - Any combination (3 total) of the no-shows and cancellations with less than 24-hour notice as noted above the child will exit the program

NOTE: cancellations less than 24-hours due to emergencies or unexpected events may be excused at the discretion of the program.

- If the child does have an IFSP and there are consecutive absences, as noted above, a family's services will be put on hold if the care coordinator cannot contact the family after 3 attempts. Services will be put on hold until the IFSP expires or the family contacts the CC to continue services.
 - Your family moves out of state
 - Your child no longer qualifies at the annual assessment
 - You choose to withdraw from services
 - Your child reaches the age of three
 - Your child's IFSP expires

tip

Understand the plan. Understanding your child's IFSP is important for your child's success. Just ask us if you don't understand part of the IFSP. Your child's IFSP team is here to help you understand all services and goals for your child and family.

IMPORTANT: RESPONSIBLE ADULT REQUIRED

Your session will be cancelled if no Responsible Adult is present at any time during a session.

SCHEDULING AN EARLY INTERVENTION SESSION

We want the family to be satisfied. We will make every effort to work around the family's scheduling needs in the home, community, childcare, preschool, etc. Program hours are Monday through Friday from 8:00 am to 4:30 pm and a primary caregiver needs to be present for coaching sessions. There aren't standing appointments for services, the sessions are scheduled based on the length of time a caregiver needs to practice the strategies given by the PSP. After determining how long you want to practice the new strategies you and your PSP will decide on the focus of your next session during the final joint planning portion of the session, and this will determine what routine or time the next session will be scheduled for.



Keep phone numbers handy. Add the phone numbers for each of your child's care coordinator and primary service provider to your phone. If you've signed consent at intake, CCs and PSPs may use phone calls, text messages, or emails to schedule sessions.

IN-BETWEEN SESSIONS

Your Early Intervention team will give you things to work on between sessions and throughout the early intervention services. Working on skills between sessions will make a big difference in your child's response to coaching strategies.

Practice the skills your child is learning in coaching sessions. Make them part of your child's everyday routine. For example, between sessions you may be working on a specific technique during each diaper change, mealtime, or transitions.

IMPORTANT: PRACTICE, PRACTICE, PRACTICE!

Coaching sessions are opportunities to obtain the skills and resources needed to increase caregiver capacity and make progress in the areas of concern for your child. The more you help your child practice new skills, the more independent your child will become.

WORKING WITH YOUR CHILD BETWEEN SESSIONS

- Set aside time to work on techniques during daily routines.
- Work in small amounts of time. Stop if you or your child gets tired and as much as you can, try to integrate the strategies into play (playing peek-a-boo during diaper changes, using songs during transition routines, etc.).
- Take advantage of incidental opportunities. This is something that happens while you and your child are doing daily tasks. For example, perhaps your child is working on asking for items or requesting them. If you know they want something, like a cookie, keep it just out of reach so they have the opportunity to ask for it when they want it.
- Ask us if you run into a problem and aren't sure how to handle it! Your child's IFSP team will help you find a solution that works for you and your child.

tip

Focus on the desired behavior. Explaining or trying to reason with an upset child is difficult. For many caregivers, this goes against how we would want to respond. For example, we tend to want to reason, explain and force. Instead, focus on the behavior you want to see. Simple prompts such as, "When you are calm, we will go to the park," can help.



EARLY INTERVENTION SESSIONS

SESSION SETTINGS AND LOCATIONS

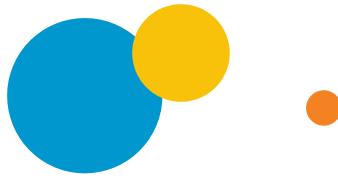
One way that we can build a family's skills is to provide coaching services in the family's natural environment. ESH may offer sessions at the family's home, community parks, childcare, preschool or family homes. When it is clinically appropriate and when it is safe and possible, we will hold sessions in community settings such as a park. The session location must be built into the family's IFSP plan and align with the family's goals.

TELEPRACTICE

At times, ESH provides services via telepractice in addition to in-person. Prior to engaging families in telepractice, a team member will provide instructions to the family on the equipment used in service delivery, including features, set-up, use, maintenance, safety considerations, infection control and troubleshooting. Further, if a family has questions about telepractice at ESH, they can contact a member of the supervision team. If after normal operating hours, families and/or caregivers can expect a response within two business days. All evaluations must be done in-person, including a blended approach (one evaluator in person and one evaluator remotely) except for the following circumstances:

1. Family does not want any services in their home (Family may still opt to hold IFSP and eligibility meetings via telepractice)
2. Staff vacancy that results in the evaluation being beyond the timeline (parent must consent to evaluations being completed via telepractice)

EI services, including assessments, may be provided in-person, telepractice, or blended (i.e., combination of in-person and telepractice). The service delivery method (e.g., in-person, telepractice, or blended) is based on a discussion with the family on how services will be provided to support the family with meeting the needs of their child. The service delivery method discussion with the family must include but is not limited to the child's progress, family's questions, and the support the family needs to support the child's development.



The service delivery method may be discussed at any time. It will be discussed at every Individualized Family Support Plan (IFSP) meeting. The team which includes the family decides on the service delivery method and documents in the IFSP meeting notes page for the team's discussion. At least once a quarter between IFSP meetings, the Care Coordinator/team will discuss the child's progress and discuss with the family regarding the service delivery method. Other times that the service delivery method may be discussed are at the Family Support Team (FST) meeting which the family is invited to attend, during sessions with the family, or any time the team which includes the family feels a discussion is needed.

SESSION SETTINGS AND ENVIRONMENT

We care about the safety of our families and staff. We reserve the right to evaluate any setting before approving it. We also reserve the right to re-evaluate to determine if the location is suitable at any time. The setting can be rejected at the sole discretion of the staff member if they feel an environment is unsafe, poses a health hazard or could subject the family or any staff member to any kind of harassment.

ESH reserves the right to discontinue providing services in a home or in any other environment. In these cases, a supervisor or manager will directly address the problem with the family, caregivers, or other responsible adult who can help resolve the safety issue.

SPECIAL COSTS

ESH and early interventionists are not financially responsible for any property damage incurred during the course of, or as a result of, sessions in the home or another setting.

EARLY INTERVENTION PART C TRANSITION ACTIVITIES

Transitioning out of Early Intervention Services is an exciting time for families and children. There are opportunities for the caregivers to work with their care coordinator to explore all of the options available for a child who is aging out.

Part C Transition Activities include a Transition Conference where caregivers have the opportunity to meet with community partners (Early Head Start, DOE schools, private preschools, etc.) to ask questions about programming and get familiar with the opportunities available to them in their local area. These meetings can happen 9 months to 90 days prior to the child's 3rd birthday.

There is a Transition Notice if the caregiver decides on having their child attend a DOE school, where the caregiver will share information with the homeschool and start the evaluation process through DOE. This process is usually initiated between 120 and 90 days of the child's 3rd birthday.

IMPORTANT: LIMITS ON ESH'S PRESENCE

Allowing a child and family member to attend or participate in any particular setting such as preschool, childcare, school, lessons or class cannot be dependent on ESH's presence at that location.

SCHEDULING

Sessions are scheduled at the end of each visit as part of the joint planning discussion that includes how much time a family needs to practice the strategies in advance of the next visit.

Session Times: Each session can be up to 60 minutes in duration.

Schedule Changes: As soon as possible, please contact your primary service provider or care coordinator to reschedule a session.



WHAT TO DO IF YOU HAVE TO CANCEL A COACHING SESSION

Follow these guidelines when cancelling a session:

- Provide as much notice as possible. Keep in mind that 24 hours or more is requested.
- Provide details regarding the cancellation(s) – the number of sessions, dates, time and reason.
- When asking for a make-up session, refer to the guidelines for make-up sessions.

IMPORTANT: SCHEDULE CHANGES

Sometimes ESH needs to make a schedule change. When this happens, the early interventionist, care coordinator, admin, and/or manager will contact the caregiver.

WHEN AN EARLY INTERVENTIONIST CANCELS A TREATMENT SESSION

We want to ensure cancellations on the part of the early interventionist do not affect family treatment in an adverse way. We encourage families and caregivers to notify the assigned supervisor or manager of any unplanned gaps in treatment sessions, including an Early Interventionist's tardiness.

MAKE-UP SESSION GUIDELINES

All make-up sessions are subject to the expectations of your specific funding source as well as the availability of the early interventionists.

For family-initiated cancellations, ESH will offer a make-up session only if the required advance notice is provided and early interventionists are available. Keep in mind that 24 hours or more advance notice is required.

For ESH early interventionist-initiated cancellations, ESH will make every effort to provide a make-up session when possible.

SAFETY COMES FIRST

ENSURING THE SAFETY OF FAMILIES AND EARLY INTERVENTIONISTS

We want to ensure the health and safety of all families and early interventionists. To reduce health and safety risks during treatment, it's important to follow all policies, laws and regulations related to health and safety, including our sick policy.

SURVEILLANCE CAMERAS

To help maintain a safe and secure environment for all individuals on our property—children, families, visitors, employees, and caregivers—video surveillance is in use throughout all public areas. No audio is recorded. These cameras help us monitor activity, prevent incidents, and protect both people and property. By entering the premises, you acknowledge and give your implied consent to this safety measure.

SICK POLICY

Caregivers must notify the program if their loved one shows signs of illness, unless there is documentation provided by a medical provider stating that their loved one is well enough to attend sessions. Your loved one should be free of symptoms for 24 hours before resuming scheduled in-person sessions.

In-person sessions should be cancelled if your loved one is sent home or stays home from school, childcare or has signs of illness without a doctor's note. In-person sessions can be rescheduled for telepractice or take place another day when your loved one is symptom-free and no longer contagious.

If anyone else in the family or home is experiencing any signs of illness, we ask that a safe distance be maintained between the individual and ESH staff to prevent transmission of any illness.

If your loved one or anyone in the loved one's home has a highly contagious disease, such as, but not limited to, COVID-19, Pink Eye, Strep, Impetigo (skin infection), or Hand-Foot-Mouth Disease, sessions must be cancelled. A note from a medical provider may be requested by ESH prior to resuming services.

If anyone in the home has head lice, please let us know and cancel sessions until it can be treated and nit-free.

IMPORTANT: SICK POLICY

ESH requires all families and early interventionists to strictly abide by the terms of the sick policy. Sessions will transition to virtual sessions, be cancelled or be rescheduled if there is a risk of spreading illness and/or infection.

RESPONSE TO UNSAFE FAMILY BEHAVIOR

With input from caregivers, early interventionists develop treatment goals. They may also provide coaching on how to respond to unsafe and unhealthy behavior in the most effective way. If more support is needed, we'll refer to alternate or additional services.

If family behavior escalates to a point that makes early interventionists feel unsafe, ESH encourages early interventionists to remove themselves from any perceived danger. In the event a family is in immediate danger to themselves or others, ESH staff will call 911.

TRANSPORTATION GUIDELINES

ESH early interventionists are responsible for their own transportation. Our early interventionists can neither provide transportation to families and caregivers nor can they accept transportation from families and caregivers.



YOUR RIGHTS AND RESPONSIBILITIES

WE ARE COMMITTED TO PROTECTING THE RIGHTS OF OUR FAMILIES AT ALL TIMES.

YOU HAVE THE FOLLOWING RIGHTS

- To receive services in a manner free from abuse, retaliation, humiliation, neglect, and financial or other exploitation.
- To receive services voluntarily and of your own free will.
- To receive services that are sensitive to age, gender, sexual orientation, race, cultural or religious preference, health status, and physical ability.
- To receive information that allows families or caregivers to make informed consent before starting services.
- To refuse services offered after being notified of the benefits, alternatives, and consequences.
- To be an informed participant by receiving information regarding services in a reasonably prompt and confidential manner.
- To access information and records in sufficient time to facilitate decision making, as outlined in the Notice of Privacy Practices.
- To have your records protected as required by applicable privacy law, as described in our Notice of Privacy Practices. Our Notice of Privacy Practices is maintained at all times on our website, www.eastersealshawaii.org.
- To receive relevant information regarding the individuals providing services, to the extent permitted by organizational policies and applicable privacy laws.
- To be provided on request, an accurate and current set of professional credentials of early interventionists working with the family.
- To be provided with information on how to lodge complaints about professional practices of early interventionists through the applicable professional licensing/credential board.
- To be provided with access to or referral to self-help support services, advocacy services, and legal entities for appropriate representation, when applicable.
- To file a complaint without fear of retaliation or the imposition of any barrier to service.

PARTICIPATION IN LEGAL MATTERS

Sometimes families who come to ESH for services are involved in legal matters such as custody or divorce proceedings. While we understand that these situations can be stressful for families and caregivers, it is important to know that we will remain neutral and not participate in any legal matters or disputes, including those involving other family members unless required by law or court order.

MANDATED REPORTING LAWS IN HAWAII

Child Abuse and Neglect Reporting Act (CANRA) requires any ESH staff to report any suspected abuse or neglect of any child. This could include a client's siblings.

The Elder Abuse and Dependent Adult Civil Protection Act requires any ESH staff to report any suspected abuse or neglect of a dependent adult.

CONSENT TO SERVICES

Obtaining valid, informed consent for services is a necessary step in providing services to our families. This is especially true when services may be based on a medical model and medical necessity. Families and caregivers must provide written consent for the services prior to receiving them.

Because obtaining accurate and complete documentation is essential to starting and/or continuing services, it is the responsibility of the caregiver to:

- Provide current, accurate information and/or documentation.
- Notify ESH about any custody or decision-making authority issues.
- Update ESH with relevant information if it changes.
- Young children are not able to make their own treatment decisions. Under Hawaii law, family and/or other caregiver participation becomes part of all Individualized Family Service Plans. In addition, depending on the funding source of treatment, family or caregiver participation may be required for continued funding.

JOINT CUSTODY/DECISION-MAKING AUTHORITY

In cases involving joint custody and decision-making authority of a child, ESH will assume either party with joint custody has independent authority to make medical decisions for the child and will primarily rely on the consent of the caregiver referring the child for treatment.

We will not suspend services due to the inability to contact a party holding joint custody. However, if ESH is informed or otherwise reasonably believes that there is a disagreement related to medical decision-making between parties with joint medical decision-making authority, ESH may suspend services for the party until the disagreements are resolved. ESH may, in its sole discretion, require the caregiver or any other party who asserts joint decision-making authority to provide a certified copy of a court order that establishes that party's decision-making authority

HOW TO AUTHORIZE ESH TO SHARE PROTECTED HEALTH INFORMATION (PHI) AND REQUEST RECORDS

It's our policy to only send records to families or caregivers unless we have a Release of Information that authorizes us to send records to other parties.

TO GET AUTHORIZATION FORMS:

Ask your EI IFSP team via email, phone call or postal mail.

Families or caregivers may authorize ESH to share PHI with an individual or entity by completing the Authorization to Disclose PHI Form.

Families or caregivers may fill out a request to obtain a copy of the family's records by completing the Authorization to Release Form.

Families or caregivers may revoke an authorization to disclose PHI except:

1. To the extent that we have already acted in reliance on the authorization, or
2. The authorization was obtained as a condition of obtaining insurance coverage and another law provides the insurer with the right to contest a claim under the policy or the policy itself.

FILING A COMPLAINT OR GRIEVANCE

Families and/or caregivers may file a complaint at any time without fear of retaliation. When we receive a complaint, ESH staff works to remedy the concern and prevent an issue from happening again.

STEPS TO FOLLOW IF YOU HAVE A COMPLAINT OR GRIEVANCE

STEP 1

Ask to meet with a member of your loved one's supervising team to discuss your concerns. Usually this is the only step you need to take. We are committed to resolving issues quickly. If you are not satisfied after meeting with a supervisor or manager, please move on to the second step below.

STEP 2

If the discussion with a supervisor or manager does not resolve the issue, **talk to your Program Manager or a member of ESH's clinical leadership team** by emailing them at info@eshawaii.org.

STEP 3

If the issue is not resolved by the clinical leadership team, contact our **Quality Department at Quality@
catalight.org to file a complaint or grievance**. You may also bypass steps 1 and 2 above and file a grievance at any time. Our Quality Department will work with you, your treatment team, and our leadership to resolve the issue in an unbiased and ethical manner.

GENERAL INFORMATION

HOLIDAYS

- New Year's Day
- President's Day
- Prince Kuhio Day
- Memorial Day
- King Kamehameha Day
- Juneteenth
- Independence Day
- Statehood Day
- Labor Day
- Thanksgiving Day
- Day after Thanksgiving
- Christmas Day

In addition to the above holidays, the Early Intervention Program may be closed for up to two business days per year for staff days of engagement, learning and training. Holiday closures are subject to change and will be communicated in advance.





COMMON TERMS USED DURING COACHING SESSIONS

The following are definitions of commonly used terms found in this handbook.

ASSESSMENTS: Every six months a development assessment will be administered by the early interventionist in order to monitor the child's progress and current developmental levels.

AVAILABILITY: When the family is able to have services.

CAREGIVER: A child's parent, guardian or legal representative.

CHILD: An individual who receives early intervention services from ESH.

EARLY INTERVENTION: The ESH Early Intervention Program provides services to infants and toddlers (birth to age 3) with developmental delays or who are at risk for delay.

Early interventionists monitor a young child's developmental milestones and support the family and caregivers in providing developmentally appropriate activities, materials and environments to best support the child's overall development and well-being.

EVIDENCE-BASED COACHING: Coaching strategies that have been shown to be effective through peer-reviewed, well-designed research.

EARLY INTERVENTIONIST: Any professional who provides services to ESH families.

PREFERENCE: Any preference for schedule times. These will be considered based on clinical needs and IFSP Plan recommendations.

RESPONSIBLE ADULT: A person, other than the caregiver(s), who is: (1) 18 years of age or older; (2) capable of providing care for the child in the caregiver's absence; and (3) approved by the caregiver(s) to provide care for the child in the caregiver's absence.

SCHEDULE CHANGES: ESH will periodically give you the opportunity to update your schedule preferences and availability.

SERVICES: Any clinical service (direct or indirect) provided to families.

SESSIONS: The scheduled time during which a family receives direct services from ESH.

SESSION NOTE: At each session, early interventionists will complete a session note and either leave the completed note with the family or email the completed session note at the end of the day.

SESSION TIMES: Schedules will be offered based on regions. early interventionists will work with the families to find a time that works best for the family and early interventionist.

APPENDIX

Family's Guide to Coaching <https://www.eastersealshawaii.org/wp-content/uploads/2020/04/Familys-Guide-to-Coaching-rev.-12.2016.pdf>

Family's Guide to PSP <https://www.eastersealshawaii.org/wp-content/uploads/2020/04/Familys-Guide-to-PSP-rev.-12.2016.pdf>

GLOSSARY OF KEY TERMS

Care Coordinator (CC)

Every family will be assigned a Care Coordinator to help them get the services they need for their child.

Child Outcomes Summary (COS)

A process that compares a child's development to same aged peers and to determine to what degree the child benefited from early intervention services. The initial survey will be completed during the initial IFSP and the final COS will be completed within 30 days of the last contact with the family.

Coaching Model

Five research-based practice characteristics that when used together result in the intended outcomes: observation, action/practice, reflection, feedback, and joint planning. Service providers will meet with families in the child's natural environment and apply these characteristics during sessions to build the family's capacity to help their child's development.

Consent to share Protected Health Information (PHI)

Protected Health Information is any information that could identify the subject of the health information. Examples include: first name, last name, date of birth, phone/fax numbers, meeting/session dates, medical information, and any other unique identifying numbers, characteristic, or codes.

Consult (C)

When a gap in knowledge or experience is identified for the PSP another team member will be added to the IFSP to build the capacity and knowledge of the PSP to help support the family with their outcomes.

Eligibility Meeting

A meeting to inform the family of the child's eligibility status based on the developmental evaluation and next steps. When the FDA is conducted.

Exit

To discharge a child from EI services.

Family Directed Assessment (FDA)

A key component of the eligibility meeting to determine the resources, priorities, and concerns of the family and the identification of the supports and services necessary to enhance the family's capacity to meet the developmental needs of the child.

Family Educational Rights and Privacy Act (FERPA)

Notice of confidentiality and access to records with respect to a child's early intervention for parents/legal guardians.

Family Support Team Meeting (FST)

Weekly meetings held with full program teams to discuss new children coming into the program, progress of children in the program, and primary coaching opportunities for staff and families.

Individualized Family Support Plan (IFSP)

If a child is found eligible for services, the IFSP outlines the services a family needs to successfully achieve their outcomes. These plans are reviewed every six months or whenever they need to be changed.

Individuals with Disabilities Education Act (IDEA)

A piece of American legislation that ensures students with a disability are provided with Free Appropriate Public Education.

IDEA Part B

A law governing how states and public agencies provide early intervention, special education and related services to eligible infants, toddlers, children and youth with disabilities.

Intake

The meeting a CC conducts with the family to discuss the reason for the referral, what early intervention services look like, review family's rights, explain FERPA, sign intake forms, sign consent forms, answer questions the family might have prior to starting services, and explain the next steps.

Intake Forms

Forms families sign prior to initiating services. Intake forms outline demographic information, contact information, family history, any concerns, child's relevant medical history, any outside supports or agencies the family currently works with, and how the family heard about EI. The intake packet will also include consents for method of sharing information, MDE/FDA consent, Billing consent, and PHI consents.

Multi-Disciplinary Evaluation (MDE)

A team of two qualified service providers of different disciplines who use an appropriate evaluation tool to determine a child's eligibility.

Occupational Therapist (OT)

A licensed occupational therapist.

Physical Therapist (PT)

A licensed physical therapist.

Present Levels of Development (PLOD)

A portion of the IFSP based on evaluation results, caregiver report, and provider observations that describes the child's present levels of development in health, vision, hearing, adaptive, social emotional/personal-social, communication, motor, and cognitive areas.

Primary Coaching Opportunity (PCO)

Opportunities at FST for PSPs and/or families to ask the full team questions and get additional feedback on strategies.

Primary Service Provider (PSP)

One team member is selected and serves as the liaison between the family and other team members. The PSP receives coaching from other team members. Coaching is used with parents and other caregivers to support and strengthen their abilities in promoting child learning and development within daily routines and activities.

Primary Service Provider Selection (PSP Selection)

After the evaluation and FDA are completed the CC will invite the family to an FST to participate in the selection of their primary service provider. The CC will present the evaluation results and any pertinent information the family shared during FDA to see who on the team will be the best fit for the family to help them reach their goals.

Prior Written Notice (PWN)

A Department of Health, Early Intervention Section required notice given to the family before a service provider proposes or refuses to initiate or change the identification, evaluation or placement of the child or the provision of appropriate early intervention services for the child and family.

Program Manager (PM)

Oversees an individual Easterseals Hawaii Early Intervention Program and is part of the supervision team.

Quarterly Update (QU)

Update provided at FST quarterly by the PSP to discuss a child's progress on current IFSP outcomes and strategies.

Referral

A primary referral source refers a child under the age of three to Early Intervention (EI) Referral Line or the EI Program.

Special Instruction (Spln)

A professional who has educational or licensing background in Special Education and/or teaching.

Speech and Language Pathologist (SLP)

A licensed speech therapist.

Telepractice (TP)

Having a session or meeting via HIPAA compliant technology platforms such as Zoom.

Transition Activities / Part C Transition

Transition activities start from the initial IFSP with the transition plan address steps to support the transition of the child and family when they exit EI. The Transition Conference is a meeting for a family to learn about the range of options that may be available for their child. The Transition Notice is to notify the child's home school that the child may be eligible for DOE preschool services under Part B of IDEA. The notification is considered a referral to DOE but not consent for a DOE evaluation.

Welcome to the Program

An introduction of a family and child to the team during FST that is conducted by the family's Care Coordinator.



EastersealsHawaii.org



EASTERSEALS HAWAII

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HOURS

M-F 8:00am – 4:30pm

(Clinical hours may vary
by office and service)

*Easterseals Hawaii has
been awarded the highest
level of accreditation by
CARF International for
its Early Intervention
Program.*



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