

New EI/ECSE Provider Academy

Extended Year Services
Written Agreements
Transitions

January 14, 2011

Extended Year Services

- Purpose: minimize loss of skills over breaks;
- Considered throughout year during scheduled breaks;
- Is determined by the IFSP team at an IFSP meeting.

Regression/Recoupment

- EYS is usually determined on regression/recoupment data collected before and after scheduled breaks;
- Regression/recoupment data should be collected and considered for all children to determine eligibility for EYS.

Other EYS considerations:

- Probability of future regression/recoupment;
- Nature and severity of child's impairment;
- Parent's ability to provide educational opportunities;
- Rate of progress;
- Need for interaction with nondisabled peers;
- Behavioral, physical or medical needs;
- Availability of alternative resources.

Looking at the data....

- **Prior to a break:**
 - Probe IFSP objectives
 - Document data

- **Post Break-first session:**
 - Probe IFSP objectives
 - Highlight regression

- **Post Break- later sessions:**
 - Recheck IFSP objectives
 - Document objectives which were not recouped

Recoupment Periods

Length of Break	Recoupment Period
1-2 weeks	2 to 3 Instructional sessions
3-4 weeks	3 to 4 Instructional settings

EYS.... A service, not a place

- Services may be:
 - In a classroom;
 - Home visits;
 - Phone consultation to family or childcare;
 - Parent training on activities to implement with phone check in from specialist;
 - “Homework;”
 - Parent coaching session;

EYS is for Maintenance of Skills.....

- Should not be the same service level as during the regular school year;
- Consider the number of hours, days per week and level of support needed to maintain current skill levels over a break;
- Services should address skills that show significant regression (not all IFSP goals).

The EYS process is:

1. Gather data before and after breaks to determine the need for EYS
2. Set up an IFSP meeting and send Meeting Notice;
3. At IFSP meeting, complete EYS Planning guide on EC DATA;
4. Complete EYS Addendum on EC DATA which identifies if a child qualifies for EYS or not;
5. Complete Notice of Action indicating if child qualified/did not qualify for EYS; if qualified, note on the action form the EYS services that will be put on the IFSP;
6. Add EYS services to the cover page of the IFSP;

EYS Planning Guide

Extended Year Services: Planning Guide

In the following areas, indicate Yes/No/NA and include documenting information.

Column A Does the child have IFSP goals and objectives in this area?				
Column B Does the child demonstrate severe or substantial regression in this area?				
Column C Does the child demonstrate a limited capacity to recoup skills in this area within a reasonable time?				
			Column D Identify goals and objectives that require EYS (i.e. FM – Goal #1, Obj 3)	Column E If no documented evidence, what are the predictability factors that there may be future regression and recoupment problems?
Motor Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	yes	yes	yes	
Communication Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	One word requests.
	yes	yes	yes	
Behavior and Social Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Waiting turns with prompts.
	yes	yes	yes	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	no	no	no	

EYS Addendum

Extended Year Services: Individualized Family Service Plan Addendum

Preschool: Tualatin

Current related service levels:

2 x/month, 20 min

Section 1

1. Does the child demonstrate significant regression of previously learned skill levels on IFSP goals and objectives following a scheduled break in instruction?
 Yes No
2. Does the child demonstrate a limited capacity to recoup previously learned skill levels on IFSP goals and objectives within a reasonable period of instruction once resumes after a scheduled break?
 Yes No
3. Are there predictive/other factors that may lead to significant regression of skill levels obtained on IFSP goals and objectives following a scheduled break in the regular preschool calendar?
 Yes No
4. Are these predictive/other factors likely to prevent the child from relearning (recouping) skill levels obtained on IFSP goals and objectives with a reasonable period of instruction once preschool resumes?
 Yes No

Section 2

1. List IFSP objective(s) that the child was unable to recoup within a reasonable period of time. Attach probe data to this form for each objective that documents significant regression and limited recoupment for each objective listed.
Communication objectives 2 & 3
2. If applicable, list predictive/other factors that may likely prevent the child from relearning (recouping) skill levels obtained on IFSP goals and objectives within a reasonable period of instruction once service resumes.
Sam has demonstrated withdrawn, quiet, and shy behavior when returning from breaks. It takes him approximately 3 weeks of regular attendance to regain a level of comfort in the ECSE classroom to resume using his language.

Section 3

Check one:


- The child does not require Extended Year Services (Complete SECTION 5)
 The child requires Extended Year Services (Complete SECTION 4 and 5)

Written Agreement between the Parent and the EI/ECSE Program


- Completed to document agreements between the parents and EI/ECSE program;
- Documents that staff have explained that the agreement is voluntary;
- Documents that the parents have been given a copy of this completed form.

Written Agreements

Written Agreements between the Parent and the EI/ECSE Program

Child's Name:
Birthdate: 
SSID:
Attending Agency:
Service Coordinator:

The authorized EI/ECSE staff has explained to the Parent that he or she is not required to enter into any of these agreements. These agreements only apply to children receiving ECSE services.

Authorized EI/ECSE Staff - Print Name 
Date

A copy of this document has been given to the parent(s)

1. IFSP TEAM ATTENDANCE NOT REQUIRED

A. AREA OF EXPERTISE OF EXCUSED MEMBER NOT DISCUSSED AT MEETING

- The EI/ECSE Program and the Parent agree that the following member(s) of the IFSP team is not required to attend the IFSP meeting specified below, in whole or in part, because the member's area of expertise or related service is not being modified or discussed in the meeting.

IFSP date: 

Names of team members:

Parent Signature

Date

Authorized EI/ECSE Staff Signature

Date

B. AREA OF EXPERTISE OF EXCUSED MEMBER DISCUSSED AT MEETING

- The EI/ECSE Program and the Parent agree that the following members of the IFSP team may be excused from attending the IFSP meeting specified below, in whole or in part, when the meeting involves a modification to or discussion of the member's area of expertise or related services, if the member submits in writing to the team input into the IFSP before the meeting.

IFSP date: 

Names of team members:

Parent Signature

Date

Authorized EI/ECSE Staff Signature

Date

2. REVISIONS TO IFSP OTHER THAN AT ANNUAL IFSP MEETING

- The EI/ECSE Program and the Parent agree that an IFSP meeting is not necessary to revise the child's IFSP specified below between annual IFSP meetings.

Written Agreements

1. IFSP Team Attendance not Required

- **A. AREA OF EXPERTISE OF EXCUSED MEMBER NOT DISCUSSED AT MEETING**
 - IFSP team may agree to excuse a team member who is not necessary because their area of expertise is not being discussed

Written Agreements

1. IFSP Team Attendance not Required

- **B. AREA OF EXPERTISE OF EXCUSED MEMBER DISCUSSED AT MEETING**
 - IFSP team may agree to excuse a team member whose area of expertise will be discussed if the team member submits input in writing prior to the meeting.
 - **This would be required in the case of a preschool teacher, district representative, or childcare provider who has been invited, but is unable to attend.**

Written Agreements

2. Revisions To IFSP Other Than At Annual IFSP

- The IFSP team may agree that a meeting is not necessary to revise the child's IFSP between annual meetings. Form should be completed at the time the parent and EI/ECSE program make the changes.

Written Agreements

Scenarios

Transitions

- Purpose: To ensure understanding by parents of next steps along continuum of services
- EI to ECSE
- ECSE to Kindergarten

Transitions- EI to ECSE

- 90 days prior to child's 3rd birthday
- Discussion and documentation of steps
- Tip: ALWAYS discuss at annual and 6 month review and be sure to check all boxes on Transition page for EI to ECSE transition
- Remember: Services for EI must end by child's 3rd birthday

EI to ECSE Transition Process

Document Review

Transitions - Kindergarten

Year before kindergarten

- Include school district staff in all meetings
- Attend general kindergarten transition with district
- Establish schedule of events over the year with district personnel
 - Observations
 - Reevaluation, if needed
 - IEP meeting

Transitions - Kindergarten

Transition process with Districts

Review Document

Transitions - Kindergarten

- **Reminders:**

- MUST have active IFSP until 9/1 of the kindergarten year
 - Annual review date should be 9/1
 - Service coordination should continue to 9/1
- IFSP and any services must conclude no later than 9/1 of kindergarten year
- Must have exit AEPS as close to exit from services as possible.

The background features a vertical gradient from light blue at the top to light green at the bottom. In the upper corners, there are clusters of white, semi-transparent bubbles of varying sizes, some with soft shadows, giving a bubbly or aquatic feel.

Questions?