



NEW MEXICO

## Early Childhood

Education & Care Department

**Family Support and Early Intervention Division**  
**FAMILY INFANT TODDLER (FIT) PROGRAM**

**877.696.1472 • [nmeccd.org](http://nmeccd.org)**



# family handbook

**A Guide to Early Intervention  
in New Mexico**





## Our Contact List

TITLE	NAME	TELEPHONE #
Our Local FIT Agency	_____	_____
Our Developmental Specialist	_____	_____
Our Family Service Coordinator	_____	_____
Other IFSP Team Members	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
Our Primary Doctor	_____	_____
Our Specialist Doctor	_____	_____
Our Nurse	_____	_____
Other Contacts	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
Our Family Liaison (PRO)	_____	_____

## Timelines for Our Individualized Family Service Plan (IFSP)

EVENT	DATE
Date Referred to FIT Provider	_____
Date for our Initial (45-day) IFSP	_____
Date for our ECO assessment (60 days after IFSP)	_____
Date for our IFSP review	_____
Date for our Annual IFSP	_____

PLACE AGENCY LABEL OR STAMP HERE



[www.nmececd.org](http://www.nmececd.org)

Family Support and Early Intervention Division  
FAMILY INFANT TODDLER (FIT) PROGRAM

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## A Guide to Early Intervention in New Mexico

With each child, families begin to hope and dream for that child's future. You may be receiving new and difficult information concerning your child that you never expected you would hear. You may have been worrying about your child's development for some time and are just now having your suspicions confirmed. Or maybe your family has been told that your child is at risk for developmental delays.

This Family Handbook has been developed especially for New Mexico families. We hope you will find it helpful as you begin learning about how early intervention services can support your role in enhancing your child's learning and development. The New Mexico Family Infant Toddler (FIT) Program can help your family explore options and resources available to you in your community and assist you in setting new directions for this unfamiliar and sometimes confusing journey.

We understand that you know your child best. Therefore, you will be making the decisions concerning supports and services for you and your child. Your observations and thoughts are important to share with the caring professionals who will be part of your team.

We know that you may be feeling overwhelmed or wonder what the future holds; many families feel this way at this time. The FIT Program can help link you with other families who have had similar experiences ... families who understand some of the emotions you are feeling. They are happy to listen and share their own experiences.

We encourage you to find and follow the wishes, hopes, and dreams you have for your family. There will be many opportunities for learning and growth on the road ahead. We hope this Family Handbook will be helpful to you and your family on your journey through early intervention.

### FIT Program Staff

welcome  
to the Family Infant  
Toddler Program!



## About your Family Handbook

Your Family Handbook will be your family's guide to the Family Infant Toddler (FIT) Program and the early intervention system. It will help you put the pieces of the early intervention puzzle together — pieces that can, at first, seem confusing. You will learn about how supports and services can meet your child's and family's needs and about your rights within the FIT Program.



### Forms you will see in the Family Handbook

- Prior Written Notice (PWN)
- Individualized Family Service Plan (IFSP)
- Early Childhood Outcomes (ECO)

### Using your Family Handbook

#### As a Reference ...

Your FIT providers and medical providers may be giving you a lot of new information, and it may be hard to take it all in. Your Family Service Coordinator will go over your Family Handbook with you. It is yours to review, reference, and ask questions about as we partner in this process together. You will need different information at different times. For example, the world of early intervention has its own language. Your handbook lists some of the most common terms and acronyms and defines them. You will be able to refer to your Family Handbook for information or clarification.

#### As an Advocacy Guide ...

You know your child best. Your Family Handbook will offer useful tips for how you can better advocate for your child's and family's needs.

#### As a Workbook ...

The Family Handbook has several worksheets and tips to help you think about questions to ask or to guide you in making decisions for your child and family. You and your Family Service Coordinator can decide when and how you want to use these tools.

## What's in your family handbook?



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# Achieve your Dreams



## What are your dreams for your child during these early years?

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## How can the FIT Program help you achieve your dreams?

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## What is the Family Infant Toddler Program?

The **Family Infant Toddler (FIT) Program** is located within the **New Mexico Early Childhood Education and Care Department**. The FIT Program provides supports and services to children who have or who are at risk for developmental delay, and their families. This program is responsible for making sure that the requirements of the Individuals with Disabilities Education Act (IDEA) are carried out in New Mexico. Part C of IDEA applies to children age birth to three.

The FIT Program offers supports and services to families through early intervention provider agencies across New Mexico. These agencies are funded through a combination of state and federal funds, including Medicaid and health insurance. All FIT services are provided at NO COST to families.

## What is Early Intervention?

Early intervention supports a child's learning and development during the important time from birth to three years of age. Staff from your local FIT early intervention program will support your family in meeting your child's developmental and health-related needs. Professionals provide ideas on how you can best help promote your child's development and how to use their suggestions for intervention throughout the day. R.A. McWilliam, a researcher and father of a child with a disability, reminds us that "the child's learning occurs between sessions." There are opportunities for your child to learn and develop throughout the day, both when the service providers are with you and when they are not.



# Key Principles

## in Providing Early Intervention Services



- 1 Infants and toddlers learn best through everyday experiences and interactions with familiar people in familiar contexts.
- 2 All families, with the necessary supports and resources, can enhance their children's learning and development.
- 3 The primary role of a service provider in early intervention is to work with and support family members and caregivers in children's lives.
- 4 The early intervention process, from initial contacts through transition, must be dynamic and individualized to reflect the child's and family members' preferences, learning styles, and cultural beliefs.
- 5 IFSP outcomes must be functional and based on children's and families' needs and family-identified priorities.
- 6 The family's priorities, needs, and interests are addressed most appropriately by a primary provider (IFSP "Lead") who represents and receives team and community support.
- 7 Interventions with young children and family members must be based on explicit principles, validated practices, best available research, and relevant laws and regulations.
- 8 Support for families in developing strategies to understand, interpret, and nurture their child's development is best achieved through the use of reflective practices. (Reflective practice is, in its simplest form, thinking about or reflecting on what you do. It is closely linked to the concept of learning from experience, in that you think about what you did, and what happened, and decide from that what you would do differently next time.)

## GETTING STARTED IN THE FIT PROGRAM

### Early Intervention Services

#### You and Your Team

Early intervention is most effective when parents and professionals work together, using everyone's strengths and knowledge. This can be accomplished through a transdisciplinary team, which is made up of you and the professionals assigned to help your child and family. Team members work together and share ideas about strategies to promote your child's development within your family's daily routines and activities.

Because you are the expert on your child, one of the first steps in the FIT process is for you to have a conversational interview with a member of your transdisciplinary team to discuss your family's daily routines and activities. This Routines-Based Interview™ (RBI) will help you and your team identify areas of the day that are challenging, as well as activities during the day that can be used to enhance your child's learning.

Based on this interview, your family and the rest of your team will determine your main concerns and priorities and how those will be addressed. Together, you will develop an Individualized Family Service Plan (IFSP) that lists the functional outcomes, or goals, that reflect the changes you want to see in your child and the strategies you and the team will carry out to meet these outcomes. The IFSP will also include a description of the supports and services you will receive from professionals to help meet the chosen functional outcomes.

Your Family Service Coordinator will help make sure you receive the services on your IFSP and will help make referrals to other services your child and family need. Your Family Service Coordinator will help you understand your rights under the FIT Program and will coordinate transition to preschool as your child approaches age three.

In addition to your Family Service Coordinator, you and your team will determine who will be the lead provider. The lead is usually the person listed in the IFSP who is providing services most often; the lead may also be the person addressing the area of your child's development that is of most concern. The lead provider will get support from other professionals on the team who will also be supporting your child and family. Other members of the team may conduct a joint visit (co-visit) to share ideas to promote your child's development.

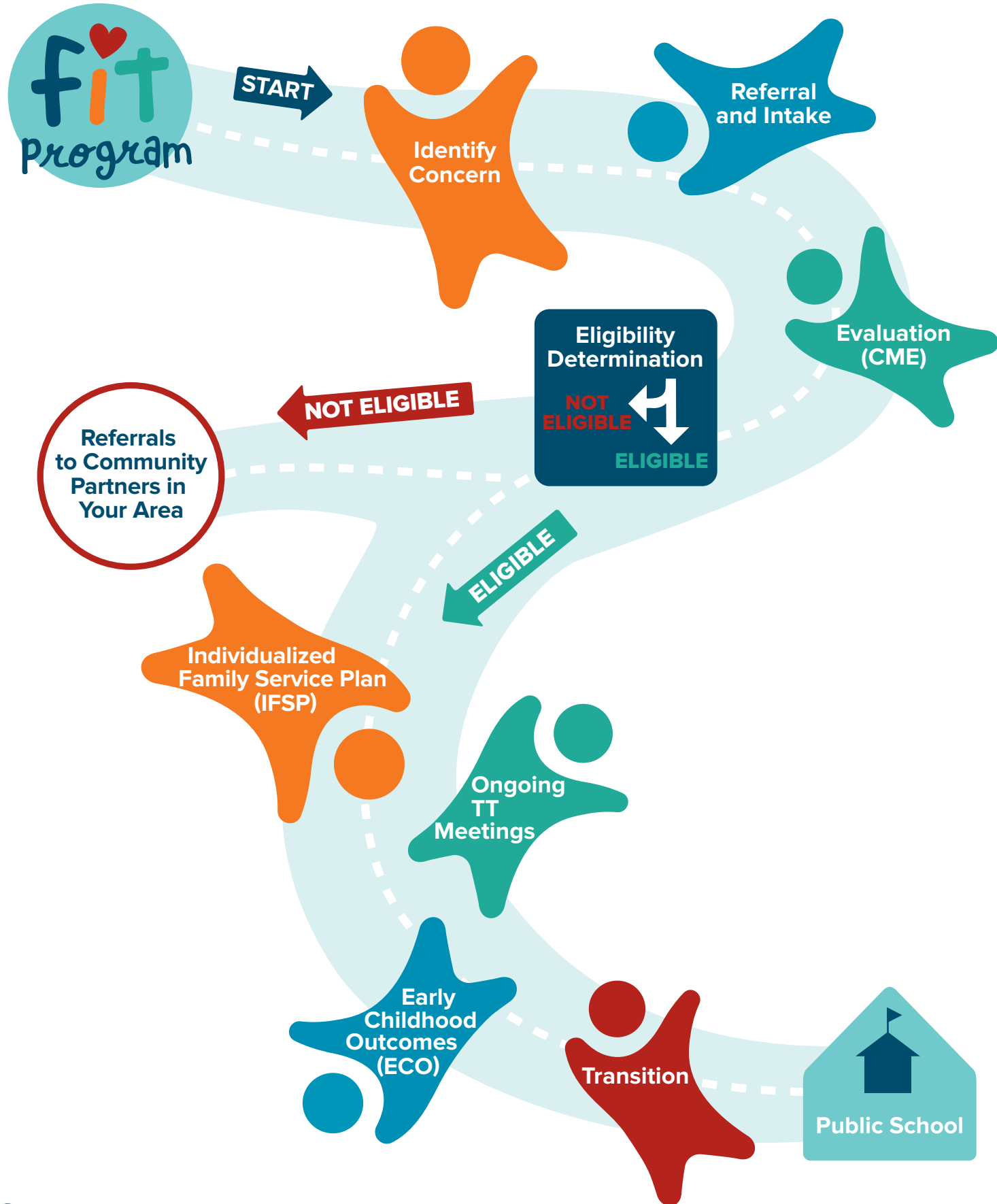
The lead and other members of the transdisciplinary team will meet regularly to share ideas and align strategies. There is regular communication among team members to determine how well early intervention is working and to recommend any changes. The team, including your family, will adjust the types and quantity of services in the IFSP, if necessary.

The transdisciplinary team approach ensures that early intervention services are well coordinated, with everyone on the team knowing what the others are doing and parents having a clear idea of the activities they can do throughout the week to enhance their child's development.

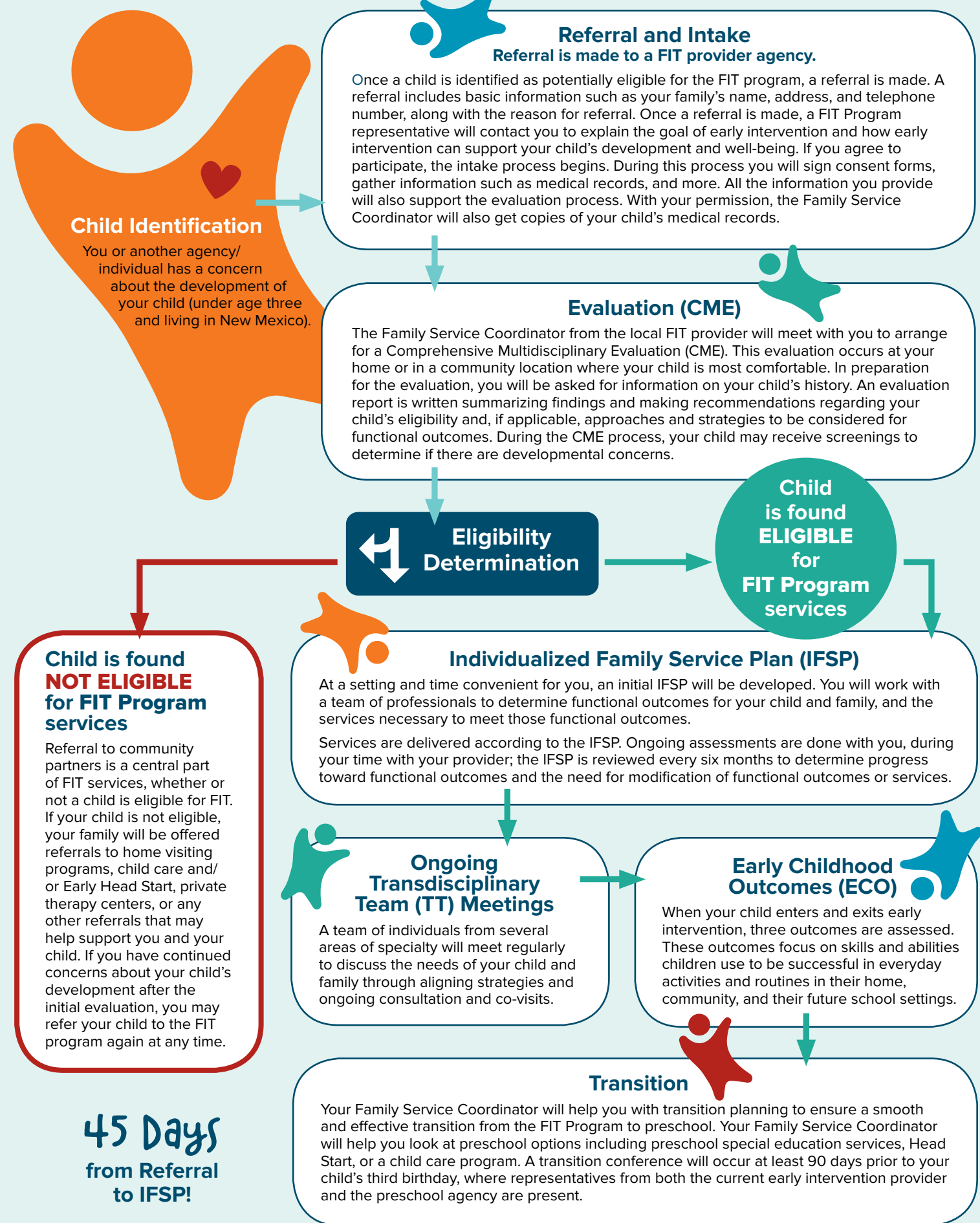
Video recording of the early intervention session may be used, with your permission, and can be a great way to show other members of the team and other family members examples of activities you are doing to promote your child's development. Video clips can include both activities that you created or that your team has suggested in order to promote your child's development.



## Navigating the FIT Program



## Steps in the FIT Program Process



## Referral for Early Intervention

As the parent or legal guardian, you may have concerns about your child’s development. You may already have made contact with a local early intervention program yourself. Alternatively, a referral may have been made, with your permission, by your doctor, a child care worker, or other professional who knows your child. Once the local FIT provider agency receives the referral, someone from the provider agency will contact your family within two working days to schedule a time for a Family Service Coordinator (see below) to meet with your family to explain early intervention and help plan your child’s evaluation.

Your Family Service Coordinator will inform you whether there are other FIT providers in your community and ask you to sign a Freedom of Choice form indicating that you were informed of your choice of providers.

### ? Who is Your Family Service Coordinator?

When you are referred for services, a Family Service Coordinator is assigned to you.

Each family will have only one Family Service Coordinator. You may change your Family Service Coordinator at any time. You may do this by contacting the director of the program currently providing service coordination for your family.


### ? What does Your Family Service Coordinator do?

Your Family Service Coordinator is available to:

- Help you understand information given to you;
- Inform you of your rights within the FIT Program;
- Help you get the evaluations and assessments your child needs;
- Let you know what services are available and how to get them;
- Coordinate and assist in the development and review of the IFSP;
- Make sure you receive the services that are on your IFSP;
- Help you access support services, such as parent groups;
- Help you resolve concerns if they arise;
- Assist in the development and implementation of a transition plan for after early intervention;
- Refer you to other services, such as child care, health, or family support services; and
- Help you become your child’s best advocate (see page 28).

## Prior Written Notice (PWN) Form

Families have the right to be informed about proposed early intervention service activities for their child. They also have the right to give or refuse consent for those services.



**Prior Written Notice Form**

Child's Name: \_\_\_\_\_ Child's Date of Birth: \_\_\_\_\_

Parent(s) Name(s): \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ ZIP code +4 \_\_\_\_\_

The New Mexico Family Infant Toddler (FIT) Program is required to provide you with prior written notice at least five (5) days before any of the following activities take place and to obtain your consent (approval) before they occur:

**This form provides you notice of the following (Check all that apply):**

<input type="checkbox"/> A screening of your child's development. (See details below) <i>Note: You may still request a full evaluation, even if screening indicates that an evaluation is not needed.</i>	<input type="checkbox"/> A meeting to develop / review your Individualized Family Service Plan (IFSP). (See details below.)
<input type="checkbox"/> An evaluation/assessment of your child's development. (See details below)	<input type="checkbox"/> The frequency or location of your services is being changed. (See details below and attached IFSP)
<input type="checkbox"/> Your child has been determined to be: <input type="checkbox"/> eligible <input type="checkbox"/> not eligible for the FIT Program.	<input type="checkbox"/> Other (describe): _____
<input type="checkbox"/> A transition conference meeting (See details below.)	

The reason this action is being proposed:

Planned meeting/activity date:	Planned meeting/activity time:	Planned meeting/activity location:
Family Service Coordinator (FSC) completing form:		Provider agency:
<input type="checkbox"/> Notice given in person <input type="checkbox"/> Notice sent by mail. (Date mailed: _____ )		Signature of Family Service Coordinator

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**TO BE COMPLETED BY THE PARENT(S)** (Please check all that apply):

I / we agree to the activity(ies) / changes / services listed above.

I / we agree that the above activity(ies) may take place before the required 5-day prior notice (if applicable).

I / we have received a copy of our family rights under the FIT Program, including the right to submit a complaint, request mediation or request a hearing. These rights have been explained to me by my Family Service Coordinator.

**ONLY IF THERE IS AN INCREASE IN EARLY INTERVENTION SERVICES** (frequency, length, duration, or intensity):

I / we agree that the NM FIT Program may bill our child's  private insurance  Medicaid (check which applies) for the early intervention services we receive and understand that we will not be charged a co-pay or deductible. I also understand that I may withdraw consent at any time.

Signature of Parent:	Date:
Signature of Parent:	Date:

Parents are to receive a copy of this form Revised March 2018

## An Evaluation for Your Child

An evaluation involves professionals trained in different areas, such as a developmental specialist and a physical, occupational, or speech therapist who use assessment tools to look at your child’s abilities and needs. This information is used to determine eligibility for the FIT Program, as well as for recommending functional outcomes and strategies.

At least two professionals from two different fields of expertise will partner with you to conduct an evaluation. The evaluation must involve assessment activities in the following areas of development:

- Adaptive or self-help skills such as bathing, feeding, dressing, and toileting
- Cognitive skills such as thinking, learning, reasoning, and problem-solving
- Communication skills such as understanding and using words or gestures
- Physical development such as vision, hearing, movement, and health
- Social-emotional development such as feelings, getting along with others, and relationships

Your Family Service Coordinator will ask you to sign your consent on the Prior Written Notice (PWN) form for the evaluation to take place. They will also ask for a “release of information” so they can get a copy of your child’s medical records and any other relevant documents.

### Planning for Your Child’s Evaluation

You and your Family Service Coordinator will discuss who will be on your evaluation team — based on the concerns and priorities you see for your child. The team may include professionals from your local FIT provider agency and/or from a team such as the Early Childhood Evaluation Program (ECEP) at the University of New Mexico (UNM).

The evaluation may take place where your child usually spends the day so that your child feels most comfortable.

When scheduling the evaluation with your Family Service Coordinator, think of the best time for you and your child. You might think about the times when he or she is most awake. The evaluation may be done on more than one day so that the team can get to know your child and your child can feel more comfortable with them. The evaluation must be completed within 45 days of your referral to the FIT Program. If needed, your family can choose to delay the evaluation — for example, if your child is ill.

You will play an important part in the evaluation because you are the expert on your child. Evaluation team members will talk to you about your child’s strengths and needs and will ask you to be involved in the assessment activities. Much of the evaluation will involve play with your child to see what he or she can do. The evaluation team will also ask you questions about your child’s development — for example, “How many words does he say?” “How does she let you know if she is hungry?” “Tell me about bedtime — how is that going?”

To help you in preparing for your child’s evaluation and assessment, you may want to think about the questions on the next page and take any other information with you that will help.

### How You Can Help with Your Child’s Evaluation

- **Plan** the most comfortable environment for your child’s evaluation, so your evaluation team can get the clearest picture of your child.
- **Sit** beside or hold your child.
- **Join** in with the assessment activities.
- **Tell** team members if what they are seeing is typical for your child.
- **Help** the team see your child’s strengths and needs.
- **Comfort** and support your child.
- **Ask** questions and offer your opinions about how your child’s evaluation is going.

## Evaluation Worksheet

- 1 How was your child’s health during pregnancy and during the birth process?
- 2 How has your child’s health been?
- 3 Has your child had any other tests or evaluations?
- 4 What concerns do you have about your child’s development (ability to talk or communicate needs, ability to walk or move about, eating or feeding problems, health issues, hearing or vision problems)?
- 5 What interests your child? What excites him? What frustrates her?
- 6 Who are the most important people in your child’s life?
- 7 What is the effect of your child’s needs on your family?
- 8 In what ways does your child perform everyday activities — like communicating with you and with others (pointing, using special words or sounds, using eyes) or moving about (walking, crawling, rolling, using specialized equipment)?
- 9 What types of things does your child do well (communicating needs, playing with others, walking, running)?
- 10 What other information can you provide that will give a more complete picture of your child? Are there brothers or sisters in the home? How is the house arranged or adapted for your child? What are the best ways of interacting with your child?

Things to think about for the evaluation:



## Results of the Evaluation

Someone from the evaluation team will go over the results of your child's evaluation with you. You will also get a written copy of the report(s). The report should be written in easy-to-understand terms, but if there is anything that is unclear, be sure to ask! Your Family Service Coordinator can help get answers to your questions.

### Determining If Your Child is Eligible

A team that includes you, your Family Service Coordinator, and professionals who were part of the evaluation determine your child's eligibility for the FIT Program. The team will consider information from medical and other records, assessment results, and professional judgment in determining eligibility under one of the four FIT Program eligibility categories. Your child's eligibility will be documented in his or her record and is only shared with people for whom you have signed a release.

### What If Your Child is Found to be NOT Eligible?

If the team decides, based upon the evaluation, that your child is not eligible for the FIT Program, with your permission, your family will be referred to other community agencies that may help support you and your child. If you have continued concerns, you may refer your child to the FIT Program again at any time.

### FIT Program Eligibility Categories

- 1 **Developmental Delay** of 25% or more in one area of development
- 2 **Established Condition** that has a high probability of causing a developmental delay such as vision or hearing loss, Down Syndrome, Cerebral Palsy, etc.
- 3 **At Risk** due to medical or biological factors such as low birth weight or prematurity
- 4 **At Risk for Development Delays** due to environmental conditions that could affect your child's development



## Learning about Your Child and Family

Please tell us what your child's typical day looks like. This will help your team develop learning activities that you can incorporate into your family's everyday routines (mealtimes, playtime, bath time, etc.); everyday activities (folding laundry, playing with sister, etc.); and places (grandma's, child care, grocery store, etc.).

### Sample ECO-Map/Family Map (Optional)

By understanding who plays an important role in your child and family's lives, we can better include the people who routinely support your child and family as we develop this plan.



## our child's Day

Getting up in the morning ...

Diapering/toileting and dressing ...

Feeding/mealtimes ...

Traveling/getting ready to go ...

Playtime/hanging out ...

Bath time ...

Nap time/bedtime ...

Other ...

## Developing Your IFSP

You and the early intervention professionals will work as a team to develop a plan called the Individualized Family Service Plan (IFSP). This plan is unique to your child and family. As a parent, you will work with the members of your team to decide:

- What things your child is doing well that you would like to build upon and strengthen.
- What you would like to see changed for your child and family as a result of early intervention.
- What will need to happen to help make these changes occur. (This will be a description of the people who will interact with your child and family, and the activities that will be worked into your routines to help make these changes happen.)
- What kinds of early intervention services will be provided to help you and other people in your child's life make the identified changes happen.

**Individualized** – The plan will be written specifically for your child and family.

**Family** – The plan will focus on changes you want to see for your child and family as a result of your participation in early intervention. These changes are referred to as “functional outcomes.”

**Service** – The plan will include details of the early intervention services your child and family will participate in – including how, when, where, and how often services will be delivered.

**Plan** – The plan is a written document that can be changed as your child and family's needs change.



### Your Initial IFSP

Your family's first IFSP meeting will be held within 45 days of the referral to the FIT Program, unless you need to delay the process (for example, if your child is sick and the evaluation must be delayed). Your Family Service Coordinator will help you plan and prepare for your IFSP meeting and will give you a copy of the IFSP form in advance so you are familiar with its content. Your Family Service Coordinator will coordinate the meeting with you and will invite the people you want to attend. These people will make up your IFSP team.

### Your IFSP team includes:

- You (parent(s), guardians, foster, or surrogate parents)
- Your Family Service Coordinator
- Other professionals (developmental specialist(s), therapist(s), nurse, doctor)
- Other people you'd like to include (family, friends, child care provider, babysitter)

If certain people cannot attend the meeting, they may give their input in writing or by telephone ahead of time.

### Things to Think About When Planning Your IFSP Meeting

- **When** would be a convenient time for the meeting?
- **Where** is the best location for the IFSP meeting — living room, kitchen table, child care center?
- **Whom** do you want to be there — developmental specialist, therapist, grandma, older sibling, doctor, child care worker, etc.?
- **Will** you need an interpreter (for example, if English is not your primary language)?

Your Family Service Coordinator will go over a blank IFSP form with you ahead of the meeting.

## Preparing for Your IFSP Meeting

Your Family Service Coordinator will help you prepare for your IFSP meeting by helping you think about what's important for your child and family. They may offer you materials to complete in your own time or sit down with you and ask you a number of questions about your “Everyday Routines, Activities, Places, and People in Our Life.” This “family assessment” can help your family think about what you want as an outcome of early intervention. This process is optional for families.

1

### What Is Written in Your IFSP?

Your IFSP must include the following:

- A summary of your child's present abilities, strengths, and needs.
- A section on your family's “Everyday Routines, Activities, Places, and People in Our Life” (with your agreement).
- Functional outcomes that you choose for your child and your family.
- Details of the early intervention services that can help you meet your child's and family's functional outcomes including what, where, when, and by whom. (A list of early intervention services can be found on page 21.)
- A plan for transition for when your child leaves early intervention.
- The IFSP is a document that will change as your child's and family's needs change. It should always reflect the current services and supports you are receiving.

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### Strategies for a Successful IFSP

**Plan** to have enough time so the meeting doesn't feel rushed.

**Be prepared** — make a list of questions or issues you want to discuss at the meeting. (The worksheet on page 20, “Things to Consider As You Prepare to Develop Your Family's IFSP,” may be helpful.)

**Listen** to what other team members have to say.

**Be clear** about what you want.

**Ask questions** if you don't understand something.

**Don't be afraid to ask for help.**

**Make sure you understand** who will be following up on what after the meeting.

3

### Your IFSP Meeting

You are an important member of the IFSP team and your input and questions are extremely valuable. You know your child best. At the meeting, a lot of information and ideas will be shared. Along with your fellow IFSP team members, you will accomplish these things:

- Review all the information that has been gathered about your child.
- Talk about your family's everyday routines, activities, places, and people in your life that can support your child's development.
- Develop the functional outcomes (changes) you want for your child and family. For example — “We want Sam to be able to play with his brother.” “We would like to meet other parents.” Or, “We need help with child care.”
- Describe activities or strategies that will help you make progress toward the functional outcomes.
- Discuss which people in your child's life will best be able to participate in these activities and what they need to do.
- Decide on which services could help you meet your child's and family's functional outcomes.
- Discuss the way progress toward meeting the functional outcomes will be reviewed.

## Developing Your IFSP

### Things to Consider as You Prepare to Develop Your Family's IFSP

I would describe my child to others as ...

What's working for us is ...

The biggest challenges we are facing right now are ...

What I worry most about is ...

What I would like to be able to do with my child is ...

We'd like more information about ...

As a family, we need help with ...

The current resources and strengths of our family are ...

## Early Intervention Services

There are a number of early intervention services available to help your child.

**Assistive Technology** — Equipment, devices, and/or products, including those acquired commercially, modified, or customized, that increase the functional abilities of children with developmental delays (such as a communication device or seating chair).

**Audiology** — Testing a child's hearing and other auditory services (including hearing aids or specific training regarding amplification needs).

**Developmental Instruction** — The design of and consultation on developmentally appropriate activities that families and caregivers can include in the child's typical day and may include activities within all developmental areas.

**Family Service Coordination** — Assisting families through the intake, evaluation, and eligibility determination process and facilitating the IFSP process. Family Service Coordinators also provide information about and make referrals to other community resources, and coordinate and ensure the delivery of all services.

**Family Therapy, Counseling, and Training** — Services provided, as appropriate, by licensed social workers, family therapists, counselors, psychologists, and other qualified professionals to help the parent(s) understand the special needs of their child and support the parent-child relationship. They will also offer other services to the parent(s) in support of their parenting as they guide their child's healthy development.

**Health Services** — Helping a child benefit from other services, including clean and intermittent catheterization, tracheostomy care, tube feeding, changing dressings or ostomy collection bags, and consultation with service providers concerning special healthcare needs.

**Medical Services** — Diagnostic or evaluation services by a licensed physician used to determine a child's medical status and how it may affect development.

**Nursing Services** — Health assessments and nursing education to prevent health problems or improve functioning and administration of treatments.

**Nutrition Services** — Provided by a dietitian/nutritionist who evaluates the child's nutritional needs.

**Occupational Therapy** — Helping children gain skills needed for play and daily living activities, designing and providing adaptive and assistive devices, and addressing the sensory motor and fine motor needs of the child.

**Physical Therapy** — Helping families and caregivers to enhance the child's movement abilities (including crawling, standing, walking, and balance) through therapeutic activities, appropriate positioning, and with adaptive and assistive devices that can be incorporated into the child's typical day.

**Psychological Services** — Counseling, psychological and developmental testing and analysis, and interpretation of a child's behavior.

**Respite Services** — Respite services may also be available through the Developmental Disabilities Supports Division (DDSD) of the New Mexico Department of Health (NMDOH). Respite services can provide a break to parents and caregivers. Qualified respite caregivers are trained to provide responsive and age-appropriate care to children with and without disabilities. Please ask your Family Service Coordinator for more information.

**Sign and Cued Language Services** — Teaching sign language, cued language, and auditory/oral language.

**Social Work Services** — Assessing a child within the family setting, counseling, and developing social skill-building activities for a child.

**Speech-Language Therapy** — Helping families and caregivers to enhance the child's understanding of language and develop communication skills, which may include speech, signs, and gestures.

**Vision Services** — Evaluation and assessment of vision, visual, and mobility training, as well as referral of medical and other professional services necessary.

## Reviewing Your IFSP

Your IFSP must be reviewed at least every six months. However, you can meet whenever you think it would be helpful for your team to get together and review the plan. At your annual IFSP review, a new document will be developed. Some of the information may be carried forward from the previous plan. As with your initial IFSP you can choose who will attend the IFSP review meeting and assist in the planning of where and when the meeting will take place.

All Early Intervention services will be provided to you using the practices described below:

### Transdisciplinary Team Approach to Early Intervention

Ongoing support will be provided to you by a lead IFSP interventionist who is supported by professionals at their agency. Your lead interventionist will be your main source of information and coaching. They will be supported at their agency by a team of other professionals who will help ensure that they are bringing you the most accurate information so that the work you do with your child is as effective as possible. That support can happen in a variety of different ways including meeting with your lead team member to discuss your child's specific needs, or by visiting with you either during a session with your lead IFSP team member, or at a separate time.

### Coaching Using Family-Guided Routines-Based Intervention

Your interventionist(s) will help you become more comfortable, confident, and effective at helping your child learn the things that you identify as important. They will do this by listening carefully to your concerns and what is most important to you, help you choose routines and activities that are fun for your child so they will want to join in, and practice new strategies with you during the routines that you identify. You and your interventionist are partners in helping your child achieve the outcomes that are important to you. You are the expert on your child in the partnership and your interventionist brings their expertise on child development. This partnership will allow you to practice enhanced learning opportunities during your child's daily routines, so they receive daily intervention, instead of only receiving intervention when your interventionist is with you.

### Where Will Services Take Place?

Services can be provided in settings where your child typically spends his or her day. This can include your home, other family members' homes, child care, or other community settings. It is important for people who spend time with your child to be familiar with activities and opportunities to enhance your child's development. The early intervention staff will give you ideas of how to incorporate learning activities into your child's typical daily routines, such as playtimes, meals, and bath time.

## Places we Go... Things we Do...

You may want to let your IFSP team know about places where you and your child spend time such as child care, library, a grandparent's home, parks, babysitter's home, toddler group, etc., so your child's learning and development can be supported in these settings. You may also want to list places you would like to go and activities you would like to do with your child.

Places We Go:

Things We Do:

With Whom:

When:

## Sample IFSP Form

1

IT Program IFSP (Version Sept. 2021)

Early Childhood  
Education & Care Department  
Family Support and Early Intervention Division  
FAMILY INQUIRY TOOLBOX (FIT) PROGRAM

INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP)

Child's Name: \_\_\_\_\_  
Date of Birth: \_\_\_\_\_  Female  Male Referral Date: \_\_\_\_\_  
Parent/Guardian Name: \_\_\_\_\_ Parent/Guardian Name: \_\_\_\_\_  
Relationship/Role: \_\_\_\_\_ Relationship/Role: \_\_\_\_\_  
Mailing Address: \_\_\_\_\_ Mailing Address: \_\_\_\_\_  
Telephone: \_\_\_\_\_ Telephone: \_\_\_\_\_  
Physical Address: \_\_\_\_\_

This plan is (Check one)  Interim IFSP  Initial IFSP  Annual IFSP  
Date of IFSP Meeting: \_\_\_\_\_ IFSP Start Date: \_\_\_\_\_ IFSP End Date: \_\_\_\_\_  
If Initial IFSP - was it held within 45 days of referral Date?  Yes  No  
If No - what was the reason for exceeding the 45 Days? \_\_\_\_\_  
Anticipated Date for IFSP Review: \_\_\_\_\_ Anticipated Date for Annual IFSP: \_\_\_\_\_  
Designated Service Coordinator: \_\_\_\_\_ (Service Coordinator's Name, Agency) (Phone Number)

Eligibility Determination Date: \_\_\_\_\_ Date of Re-determination of Eligibility: \_\_\_\_\_  
(Date CME team determined eligibility)  
Current Eligibility for the FIT Program (check all that apply):  
 Developmental Delay  Established Condition  Biological/Medical Risk  Environmental Risk  
ICD Code 1: \_\_\_\_\_ ICD Code 2: \_\_\_\_\_ ICD Code 3: \_\_\_\_\_ ICD Code 4: \_\_\_\_\_  
ICD Code 5: \_\_\_\_\_ ICD Code 6: \_\_\_\_\_ ICD Code 7: \_\_\_\_\_ ICD Code 8: \_\_\_\_\_

Exit Date: \_\_\_\_\_ Exit to: \_\_\_\_\_

Child's Full Name \_\_\_\_\_ Page 1 of 16

2

IT Program IFSP (Version Sept. 2021)

Your Family  
Everyday routines, activities, places, and people in your life

Young children learn best through routines and activities that they are interested in and participate in often. It is helpful for us to know where and how your child regularly spends time so that we can develop this plan. As you and your Family Service Coordinator talk about your daily routines, she/he will summarize their information below.

Typical Daily Routines and Activities	Describe what your child does during this activity and who participates.	What do you and your child enjoy about this activity? What makes this routine/activity challenging or difficult?

\*\*If additional space is needed to describe everyday routines, please use another page.  
I choose NOT to share information about our everyday routines, activities & places. Parent initials [ ]

Child's Full Name \_\_\_\_\_ Page 2 of 16

3

IT Program IFSP (Version Sept. 2021)

What are your most important concerns, difficulties or challenges that your child and/or family experiences during daily routines or other concerns, difficulties or challenges that you would like us to help you address in the IFSP? It may be helpful for us to review your child's most recent assessment information as well.

By understanding who plays an important role in your child and family's lives, we can better include the people who routinely support your child and family as we develop this plan.

Who are the people who are routinely in your child's life and what role do they play (e.g., siblings, grandparents, aunts & uncles, child care provider, baby sitter)?

Who are the people who support you as a parent and what role do they play?

What other agencies/organizations (e.g., medical provider, WIC, place of worship, support group) that support your family?

Would you like us to help you to learn about or identify other resources, services or support (e.g., assistance with housing, utilities, finding a pediatrician, childcare, respite). If yes, which ones?

\*\*If you would like to draw an ECO map, please use the back of this page or another page.  
I choose NOT to share information about our everyday routines, activities & places. Parent initials [ ]

Child's Full Name \_\_\_\_\_ Page 3 of 16

4

IT Program IFSP (Version Sept. 2021)

Summary of Relevant Health Information

Primary Care Provider Name: \_\_\_\_\_ Phone: \_\_\_\_\_  
Child's Overall Health: May include pregnancy, birth history, growth, allergen, nutrition, well-child visit information, medical/developmental diagnosis, hospitalizations, medications, specialists, other interventions, etc.

Vision: Date Tested: \_\_\_\_\_ Results:  Pass  Did not pass  Unable to Screen  
Instruments Used:  NH Birth to 3 Vision Screening  Other: \_\_\_\_\_  
Tested by (Doctor or Agency): \_\_\_\_\_  
Recommendations/Referral: \_\_\_\_\_  
Follow-up screening: Date: \_\_\_\_\_ Result: Pass Recommendation: \_\_\_\_\_

Hearing: Date Tested: \_\_\_\_\_ Results Left:  Pass  Did not pass  Unable to Screen  
Results Right:  Pass  Did not pass  Unable to Screen  
Instruments Used:  OAE/Tymp  Other: \_\_\_\_\_  
Tested by (Doctor or Agency): \_\_\_\_\_  
Recommendations/Referral: \_\_\_\_\_  
Follow-up screening: Date: \_\_\_\_\_ Result: Unable to Screen Recommendation: \_\_\_\_\_

Child's Full Name \_\_\_\_\_ Page 4 of 16

# YOUR INDIVIDUALIZED FAMILY SERVICE PLAN

5

FIT Program IFSP (Version Sept. 2021)

### Present Abilities, Strengths, and Needs

For children to be active and successful participants at home and in the community, they need to develop skills in the three functional areas described below. We use this information about your child's abilities and your concerns and priorities to understand your child's progress.

Date of evaluation/assessment: \_\_\_\_\_ Based on:  Initial Evaluation  Ongoing Assessment

Instrument(s) Used: \_\_\_\_\_

Child's Chronological Age: \_\_\_\_\_ Months Child's Corrected Age (if applicable): \_\_\_\_\_ Months

HOW DOES YOUR CHILD...	YOUR CHILD'S STRENGTHS <small>What are some things your child likes to do? What skills does your child demonstrate or is beginning to demonstrate?</small>	YOUR CHILD'S NEEDS <small>What are skills that your child does not do or skills that are difficult for your child? In what activities or skill areas does your child need support and/or practice?</small>	Your child's developmental levels based on evaluation and assessment.
<b>DEVELOPING POSITIVE SOCIAL-EMOTIONAL SKILLS</b> <small>This involves how the child relates to and communicates with adults and other children. For older children consider how the child follows rules related to group or interacting with others.</small>			<b>Social:</b> ____ months
<b>ACQUIRING AND USING KNOWLEDGE AND SKILLS</b> <small>This involves thinking, reasoning, remembering, problem solving, using symbols and language. Also consider how the child understands their physical and social worlds.</small>			<b>Emotional:</b> ____ months <b>Communication:</b> ____ months
<b>USING APPROPRIATE ACTION TO MEET NEEDS</b> <small>This involves taking care of and communicating basic needs, getting from place to place and using objects as "tools". In older children consider how they are able to contribute to their own health and safety.</small>			<b>Cognitive:</b> ____ months <b>Gross Motor:</b> ____ months <b>Fine Motor:</b> ____ months
<b>Additional Notes</b>			<b>Self Help:</b> ____ months

Child's Full Name \_\_\_\_\_ Page 5 of 16

6

FIT Program IFSP (Version Sept. 2021)

### Child / Family Outcome

Given what you've shared about your family's daily life, what would you like to see happen in your daily routines as a result of early intervention supports and services?  
*For example, "I would like Joey to be able to sit at the table and eat a meal with the family."*  
Outcome # \_\_\_\_\_

Tell us what progress will look like. When would you like to see this happen?  
*For example, "By Thanksgiving, we would like Joey to sit at the table for about 20 minutes and eat dinner with the family about three times a week."*

**Strategies: Who will do what in which everyday routines, activities and places to meet this outcome? As appropriate, document which IFSP team member(s) will implement each strategy.**

- During daily activities, your family (and/or childcare provider) should continue to:
- IFSP team members will support your family to use the following ideas and strategies:

Referrals or assessments that would be helpful:

- Information or resources that would be helpful:
- Co-visits between \_\_\_\_\_ will help us coordinate strategies.

Child's Full Name \_\_\_\_\_ Page 6 of 16

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FIT Program IFSP (Version Sept. 2021)

### Child / Family Outcome

Given what you've shared about your family's daily life, what would you like to see happen in your daily routines as a result of early intervention supports and services?  
*For example, "I would like Joey to be able to sit at the table and eat a meal with the family."*  
Outcome # \_\_\_\_\_

Tell us what progress will look like. When would you like to see this happen?  
*For example, "By Thanksgiving, we would like Joey to sit at the table for about 20 minutes and eat dinner with the family about three times a week."*

**Strategies: Who will do what in which everyday routines, activities and places to meet this outcome? As appropriate, document which IFSP team member(s) will implement each strategy.**

- During daily activities, your family (and/or childcare provider) should continue to:
- IFSP team members will support your family to use the following ideas and strategies:

Referrals or assessments that would be helpful:

- Information or resources that would be helpful:
- Co-visits between \_\_\_\_\_ will help us coordinate strategies.

Child's Full Name \_\_\_\_\_ Page 9 of 16

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FIT Program IFSP (Version Sept. 2021)

### Child / Family Outcome

Given what you've shared about your family's daily life, what would you like to see happen in your daily routines as a result of early intervention supports and services?  
*For example, "I would like Joey to be able to sit at the table and eat a meal with the family."*  
Outcome # \_\_\_\_\_

Tell us what progress will look like. When would you like to see this happen?  
*For example, "By Thanksgiving, we would like Joey to sit at the table for about 20 minutes and eat dinner with the family about three times a week."*

**Strategies: Who will do what in which everyday routines, activities and places to meet this outcome? As appropriate, document which IFSP team member(s) will implement each strategy.**

- During daily activities, your family (and/or childcare provider) should continue to:
- IFSP team members will support your family to use the following ideas and strategies:

Referrals or assessments that would be helpful:

- Information or resources that would be helpful:
- Co-visits between \_\_\_\_\_ will help us coordinate strategies.

Child's Full Name \_\_\_\_\_ Page 10 of 16

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FIT Program IFSP (Version Sept. 2021)

### Child / Family Outcome

Given what you've shared about your family's daily life, what would you like to see happen in your daily routines as a result of early intervention supports and services?  
*For example, "I would like Joey to be able to sit at the table and eat a meal with the family."*  
Outcome # \_\_\_\_\_

Tell us what progress will look like. When would you like to see this happen?  
*For example, "By Thanksgiving, we would like Joey to sit at the table for about 20 minutes and eat dinner with the family about three times a week."*

**Strategies: Who will do what in which everyday routines, activities and places to meet this outcome? As appropriate, document which IFSP team member(s) will implement each strategy.**

- During daily activities, your family (and/or childcare provider) should continue to:
- IFSP team members will support your family to use the following ideas and strategies:

Referrals or assessments that would be helpful:

- Information or resources that would be helpful:
- Co-visits between \_\_\_\_\_ will help us coordinate strategies.

Child's Full Name \_\_\_\_\_ Page 7 of 16

8

FIT Program IFSP (Version Sept. 2021)

### Child / Family Outcome

Given what you've shared about your family's daily life, what would you like to see happen in your daily routines as a result of early intervention supports and services?  
*For example, "I would like Joey to be able to sit at the table and eat a meal with the family."*  
Outcome # \_\_\_\_\_

Tell us what progress will look like. When would you like to see this happen?  
*For example, "By Thanksgiving, we would like Joey to sit at the table for about 20 minutes and eat dinner with the family about three times a week."*

**Strategies: Who will do what in which everyday routines, activities and places to meet this outcome? As appropriate, document which IFSP team member(s) will implement each strategy.**

- During daily activities, your family (and/or childcare provider) should continue to:
- IFSP team members will support your family to use the following ideas and strategies:

Referrals or assessments that would be helpful:

- Information or resources that would be helpful:
- Co-visits between \_\_\_\_\_ will help us coordinate strategies.

Child's Full Name \_\_\_\_\_ Page 8 of 16

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FIT Program IFSP (Version Sept. 2021)

### IFSP Transition Plan

Child's Name: \_\_\_\_\_ Birth date: \_\_\_\_\_

**Key Dates in the Transition Process for this Child:** Child's Third Birthday: \_\_\_\_\_

Transition Conference required (at least 90 days but no more than 9 months before 3<sup>rd</sup> birthday): \_\_\_\_\_

Transition Referral Form required to be sent by (at least 60 days before Conference): \_\_\_\_\_

Transition Assessment Summary required to be sent by (at least 30 days before Conference): \_\_\_\_\_

Transition Conference Invitation required to be sent by (at least 30 days before Conference): \_\_\_\_\_

**Transition Plan - Part 1 (Completed at initial IFSP) Date of Initial IFSP: \_\_\_\_\_**

- Family is informed that FIT services end on the child's 3<sup>rd</sup> birthday and that the Family Service Coordinator (FSC) will support the family through the transition process.
- The FSC reviews with the family the transition timelines and transition options including preschool and other early care and learning options in the community. FSC inquires about family preferences and priorities for the future.

Notes: \_\_\_\_\_

Transition Plan - Part 2 (initiated before child is 24 months) Date Part 2 Initiated: _____	Proposed date of completion	Date Completed
<b>Transition Process Action Steps and Persons Responsible</b> The FSC reviews with the family the early childhood transition options in the community, including preschools, Head Start, private therapies and other learning opportunities. The FSC discusses the eligibility determination process for each program. Notes: _____		
The FSC provides the family with contact information for community transition options and facilitates visits to these programs. Notes: _____		
The FSC reviews with the family the FIT rights and safeguards in the Procedural Safeguards handout. FSC ensures family has a copy of rights. Notes: _____		
If the child is potentially eligible for public school services, the FSC completes the Transition Referral form with parent signature and sends it to the school district at least 60 days before the Transition Conference. Notes: _____		
The FSC will schedule the Transition Conference in collaboration with the family and transition partners. FSC discusses with the family which agencies/programs and people should be invited (e.g., school district, NMSBVI, NMSD, Head Start, community preschool). Notes: _____		
When a Transition Conference is scheduled with the school district for children who are potentially eligible, the FSC completes the Transition Assessment Summary Form with the family and providers and sends it to the school district at least 30 days before the Transition Conference. • The FSC sends copies of current assessments (incl. ECEP evaluations), IFSP and most current ECO documents with parent signature on assessment summary form. (Assessments must be current within 6 months of the Transition Conference date.) Notes: _____		

Child's Full Name \_\_\_\_\_ Page 11 of 16

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FIT Program IFSP (Version Sept. 2021)

Transition Process Action Steps and Persons Responsible	Proposed date of completion	Date Completed
The FSC sends the written Transition Conference Invitation to the school district and transition partners at least 30 days before the Transition Conference. In addition to the school district, the written invitation is required to be sent to NMSBVI, NMSD, and Head Start (if these are possible placements for transition). Notes: _____		
The FSC completes a FIT Prior Written Notice with the family at least 5 days before the Transition Conference. Based on transition discussions, the family would like the child to transition to: _____		
The FSC and family review health information related to the child's transition, including vision and hearing screening/concerns (which should be current within 6 months of the Transition Conference date). Notes: _____		
The FSC and family consider other questions or concerns that need to be addressed at the Transition Conference (i.e., transportation, equipment, information, resources). Notes: _____		
<b>Transition Plan - Part 3 (Completed at the Transition Conference) Date Part 3 Completed: _____</b>		
If Transition Plan-Part 3 and Transition Conference completed less than 90 days before the child's third birthday: <input type="checkbox"/> Child was determined eligible for FIT services less than 90 days before child's 3 <sup>rd</sup> birthday <input type="checkbox"/> Family Reason: _____ <input type="checkbox"/> Agency Reason: _____		
<b>Transition Process Action Steps and Persons Responsible</b> The FSC asks the family and IFSP team to review child's strengths and needs, including recent assessment information. Notes: _____		
The FSC asks the school and/or other program representatives to share service options and settings and explain the terms "inclusive setting" and "least restrictive environment". • Remember: If child is not going to a school program, discuss other service options available, including community preschool, private therapy, etc. Notes: _____		
<b>If the meeting is with the local school district, the FSC asks the school representative to:</b>		Check if completed
1. Explain/provide the family with a copy of IDEA Part B rights and procedural safeguards.		<input type="checkbox"/> Y <input type="checkbox"/> N
2. Explain the Part B eligibility determination process and ask parent to sign consent, if parent is ready.		<input type="checkbox"/> Y <input type="checkbox"/> N
3. Explain the next steps in the process including the Eligibility Determination Team (EDT) meeting and Individual Education Plan (IEP) meeting.		<input type="checkbox"/> Y <input type="checkbox"/> N
4. Explain that the family can choose who they want to invite to EDT and IEP meetings.		<input type="checkbox"/> Y <input type="checkbox"/> N
If any of the above not completed, when will steps be completed? _____		

Child's Full Name \_\_\_\_\_ Page 12 of 16

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Transition Process Action Steps and Persons Responsible

The FSC reviews the next steps that need to occur prior to transition, including additional assessments, applications (Head Start/preschool), immunizations, school visits, equipment needs, special considerations, etc.

The FSC explains FIT follow-up services: For one month after the child has transitioned to a community program, FSC may provide service coordination and other IFSP team members may provide up to 4 total hours of service to community program staff to support a smooth transition, if needed.

Yes, our family would like follow-up services.  No, our family has declined.

The FSC asks the family if all concerns, priorities and questions have been addressed during the meeting.

I / we participated fully in this Transition Conference for our child and have been informed of my rights related to Transition:

Parent/Guardian Signature \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_ Date: \_\_\_\_\_

The following individuals also participated in this Transition Conference:

Print Name (Role/Discipline)	Signature	Date	Method of Participation	Agency Information

Additional Notes:

Child's Full Name \_\_\_\_\_ Page 13 of 16

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Periodic Review of the IFSP

Date of IFSP Review: \_\_\_\_\_ Type of Review:  Six Month  Other \_\_\_\_\_

Reason for delay: \_\_\_\_\_

A review of the IFSP must occur at least every six months. Revise the Child/Family Outcome page and the Supports and Services page if: 1) the strategies or services need to be changed; 2) an outcome is being modified; or 3) a new outcome is being added.

Note: The periodic review of the IFSP must include the parent(s)/guardian and the service coordinator and others as appropriate.

New Concerns/Significant Events

Outcome #	Describe Progress	Status (check one)
		<input type="checkbox"/> Outcome reached <input type="checkbox"/> Continue with outcome <input type="checkbox"/> Revise outcome
		<input type="checkbox"/> Outcome reached <input type="checkbox"/> Continue with outcome <input type="checkbox"/> Revise outcome
		<input type="checkbox"/> Outcome reached <input type="checkbox"/> Continue with outcome <input type="checkbox"/> Revise outcome
		<input type="checkbox"/> Outcome reached <input type="checkbox"/> Continue with outcome <input type="checkbox"/> Revise outcome
		<input type="checkbox"/> Outcome reached <input type="checkbox"/> Continue with outcome <input type="checkbox"/> Revise outcome
		<input type="checkbox"/> Outcome reached <input type="checkbox"/> Continue with outcome <input type="checkbox"/> Revise outcome
		<input type="checkbox"/> Outcome reached <input type="checkbox"/> Continue with outcome <input type="checkbox"/> Revise outcome
		<input type="checkbox"/> Outcome reached <input type="checkbox"/> Continue with outcome <input type="checkbox"/> Revise outcome

Team Member Signatures (Including Parents/Guardians)

Print Name (Role/Discipline License/Certification)	Signature	Date	Method of Participation	Agency/Contact Information

Child's Full Name \_\_\_\_\_ Page 16 of 16

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Individualized Family Service Plan Signatures

The following individuals have participated in the development of this IFSP and/or will assist in carrying it out.

Print Name (Role/Discipline License/Certification)	Signature	Date	Method of Participation	Agency/Contact Information

Informed Consent by Parents/Guardians

I have received a written copy of and verbal explanation of my rights in the FIT Program (see Notice of Child and Family Rights and Safeguards); and

I participated fully as a member of the team in the development of this plan and will participate in carrying it out; and

I give consent for this Individualized Family Service Plan (IFSP) to be carried out as written; or

I do not accept this IFSP to be carried out as written; however, I do give consent for the following service(s) to begin: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Child's Full Name \_\_\_\_\_ Page 15 of 16

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Individualized Family Service Plan Signatures

The following individuals have participated in the development of this IFSP and/or will assist in carrying it out.

Print Name (Role/Discipline License/Certification)	Signature	Date	Method of Participation	Agency/Contact Information

Informed Consent by Parents/Guardians

I have received a written copy of and verbal explanation of my rights in the FIT Program (see Notice of Child and Family Rights and Safeguards); and

I participated fully as a member of the team in the development of this plan and will participate in carrying it out; and

I give consent for this Individualized Family Service Plan (IFSP) to be carried out as written; or

I do not accept this IFSP to be carried out as written; however, I do give consent for the following service(s) to begin: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Child's Full Name \_\_\_\_\_ Page 15 of 16

**An Introduction  
Your Child's Early Childhood Outcomes**

The overarching goal of early intervention is to enable young children to be active and successful participants during the early childhood years and in the future in a variety of settings – in their homes with their families, in child care, in preschool, and in their community.

Gathering this information is important because it demonstrates how early intervention and early childhood programs make a difference for the children and families they support and serve. It also provides information that can be used to improve early intervention and early childhood special education programs.

To move toward this goal, three Early Childhood Outcomes (ECO) are assessed when a child enters and exits early intervention. In addition, the Individualized Family Service Plan (IFSP) team develops child and family outcomes. These functional outcomes help all children in the New Mexico Family Infant Toddler Program to be active and successful.

Your child's service provider will gather information about your child from you and other caregivers/ professionals who work with your child regularly. Additional information is gathered from formal child assessments.

Early Childhood Outcomes focus on skills and abilities that children use to be successful in everyday activities and routines in their home, community, and future school settings. The three functional outcomes are:

**How can you be involved?**

You know your child best. You are a partner in helping to measure your child's progress. Share your observations of your child's skills in each of the child outcome areas. Describe how your child interacts with friends and family. Let your child's service providers know how your child participates in typical family routines and in community activities. Tell your child's service providers how your child meets self-care needs at home.

1. Children have positive social relationships.
2. Children acquire and use knowledge and skills.
3. Children take appropriate action to meet their needs.



## How to Get the Most from Early Intervention Services

- Make sure you are home and/or make sure that your child’s caregiver knows when the early intervention services have been scheduled.
- Arrange for services at times that are good for you and your family.
- Write down appointment dates and times.
- Participate when early intervention services are provided.
- Ask questions.
- Try out the activities and ideas that your early intervention professional shows or describes to you.
- Take a break from early intervention activities — sometimes play can just be play.
- Involve other family members (grandparents, brothers, and sisters) in early intervention activities.
- Make learning activities fun.
- Find teachable moments in everyday routines such as shopping, mealtime, playtime, etc.
- Take time for yourself.

### What is an Advocate?

An advocate is a person who is knowledgeable about the person or cause they are supporting and is comfortable expressing his or her thoughts and opinions in support of the person or cause.

### Tips on Being a Successful Advocate for Your Child

No one knows your child as well as you do, so you are the most qualified to be your child’s best advocate. You know his/her routines, likes, dislikes, and everything else that makes your child unique. This makes you a valued member of the team.

You determine your level of involvement in the program. You will not be penalized for having a different opinion than your provider(s) or deciding not to participate in particular services for your child or family. Share your child’s and family’s strengths and needs with everyone involved. Identify your family’s goals for the process. Speak out if you have questions or disagree! You are an equal partner. Ask questions. Express your concerns as they surface. Progress and change cannot happen without discussion. Ask about different service options and the types of services offered by different providers. Take part in every step of the entire process.

Stay informed. Ask for progress reports and keep copies of them and any documentation or information you receive, as well as letters or notes you take. You may need to refer back to them later.

You may want to look for further information by attending trainings or conferences or by simply using the Internet or your local library.

## How Can You Meet Other Parents?

There may be opportunities through your local FIT provider agency for you to meet other parents with children who have or who are at risk for developmental delays. Sometimes play groups, parent groups, or other functions are times to meet other parents. Parents Reaching Out is a parent-run organization that offers many ways for you to network with parents across New Mexico. They can connect you with another family who is experiencing similar issues with their child. You can reach **Parents Reaching Out toll-free at 800.524.5176.**

**Parents Reaching Out** can:

- Let you know about parent groups.
- Help connect you (by phone or in person) with other parents.
- Inform you of parent training opportunities.
- Provide you with information on state and national resources.
- Send you information.
- Connect you with a family liaison who is knowledgeable about early intervention.
- Let you know of opportunities for giving input to improve early intervention services in New Mexico.
- Help you prepare for transitioning from the FIT Program to other services.

Native American families may also get assistance from: **Education for Parents of Indian Children with Special Needs (EPICS).**

You can reach **EPICS** toll-free at **888.499.2070.**

## Being an Effective Parent Advocate

- Remember that you are an important member of the IFSP team.
- You are the person who knows your child the best.
- Know your family’s rights and responsibilities.
- Let team members know about your child’s and family’s strengths and needs.
- Take part in every step of the early intervention process.
- Ask questions!
- Speak out if you have a suggestion or disagree.
- Keep copies of reports, your IFSP, medical information you receive, as well as any letters or notes that you take.
- If you have concerns about your services, talk to your Family Service Coordinator as soon as possible.
- Ask about parent groups in your community or nearby town.
- Find out information by attending trainings, conferences, and by using the Internet or library.



## Transitioning Out of the FIT Program

### Transition Planning

Your Family Service Coordinator will help you with the transition planning process to ensure that your child has a smooth and effective transition from the FIT Program. Transition planning will begin at your initial IFSP and is updated when your child turns age two (24 months old).

### What Are Your Options for Transition?

After your child leaves the FIT Program, he or she may go to:

- Head Start
- Special education services (through your local public school district)
- Private child care or preschool setting
- Other community supports

You may want to visit potential transition sites to get to know your options. Your Family Service Coordinator will help you think about which environment and program would be best for your child. Your Family Service Coordinator will also help you understand the eligibility requirements for the various programs.

### When Will Your Child Transition?

Early intervention through the FIT Program is available until your child turns three years of age.

If your child is potentially eligible, a referral will be sent, with your consent, to your local school district, special education office. Also with your consent, an assessment summary will be sent to the school district to help them prepare for the transition conference/meeting.

### Transition Conference/Meeting

A transition conference/meeting will occur at least 90 days (three months) prior to your child's third birthday, where representatives from both the current early intervention provider and the preschool agency(ies) are present.

### What to Expect for Your Transition Meeting

#### Your family should:

- Share your hopes and concerns for your child;
- Ask about supports for your family beyond early intervention; and
- Ask questions about anything that is unclear.

#### Early intervention staff will:

- Share information about your child's progress;
- Help write a transition plan that details the steps for transition;
- With your permission, make sure the new program has all the information they will need about your child (evaluation and assessment information, a copy of the IFSP, etc.); and
- Help you identify additional community resources and supports.

#### School district/Head Start/preschool staff will:

- Explain the eligibility requirements and your rights;
- Explain the process for applying/registering;
- Discuss options for the delivery of services your child will need; and
- Help determine whether any additional evaluations will be needed prior to transition. (You will be asked to sign your consent on a Prior Written Notice form for the evaluation to determine eligibility for preschool special education, Part B.)

### Preschool Readiness

During the transition process, your Family Service Coordinator will discuss the activities that are part of the strategies, goals, and functional outcomes for your child that pertain to pre-literacy and pre-numeracy. These skills will help you see what types of knowledge your child has in identifying words and language through play, reading books, fingerplays, songs, and other types of activities that you and your child can work on together. Numeracy is also part of a skill that is important for transition to a preschool setting and can include counting, fingerplays, sorting, matching, and identifying colors. These activities will help the receiving teachers know that these types of strategies have begun and the child is learning about tools that support math, science, and reading activities in school.

### What Will Your Transition Plan Include?

Your transition plan will detail the steps your family, your IFSP team, and the school district, Head Start, and/or child care staff will take to ensure the smooth transition to a new program. The plan should include:

- What is to be done (for example, "Visit the school");
- Who is to do it (for example, "Parent and Family Service Coordinator"); and
- Timelines for completion.

The steps in the plan may include things like visits to the new setting by you and your child as well as other supports for your family beyond early intervention.

You may want to attend training on the transition process from Parents Reaching Out or your local FIT provider agency.

### Date of your transition meeting:

### Things to think about and do prior to the meeting:

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## Transitioning Out of the FIT Program

### What Is an Individualized Education Program?

If your child will transition to preschool special education services through your local public school district, an Individualized Education Program (IEP) will be written to describe how the school district will meet your child's educational needs. The IEP will describe the services your child will receive, as well as the activities and strategies for meeting your child's goals. At the IEP meeting, participants will decide the location where services will be delivered. The school district must provide preschool special education services in settings with children without disabilities. The Individuals with Disabilities Education Act says that children must be educated in the Least Restrictive Environment (LRE), including a preschool setting with typically developing peers.

Typically, special education services are provided during the regular school year. In order for services to be provided during the summer, the IEP must identify the need for an Extended School Year (ESY). Your Family Service Coordinator and other early intervention staff can attend your child's IEP meeting to ensure that the school staff is up to date with your child's progress and specific needs.

### What If You're Concerned About Your Child's Transition?

Transitions from one program to another can be a difficult adjustment for families. You may wonder how it will work out for your child and family in a new program with new staff. Many other parents of young children have been through this experience. You may wish to talk with a parent of an older child who has been through the transition process. Ask your Family Service Coordinator or call Parents Reaching Out to speak with another parent.

### Will You Continue to Receive Service Coordination After Your Child Transitions?

Your FIT Program Family Service Coordinator can continue to work with you and the new program for one month to ensure that the transition process is smooth and uninterrupted. This month of service coordination must occur within the first month after your child leaves early intervention services and up to four hours across all services.

Ongoing service coordination, also known as case management, for families of children three years and older may be available from:

- Medical Case Management (Salud or private health plan)
- Children's Medical Services
- NM School for the Deaf Early Childhood Program
- Medically Fragile Waiver (for children with severe medical involvement)
- Developmental Disabilities Waiver (for children with a developmental disability)

Each of these programs has its own eligibility requirements; waiver programs may have a waiting list. Your Family Service Coordinator can help you decide if any of these programs would be appropriate for your family.



## Overview

Your family has a variety of rights throughout your time in the FIT Program.

Your family has the right to:

- Participate.
- Have your child evaluated.
- Give consent for evaluation, services, and the exchange of information by signing a Prior Written Notice form.
- Have a plan for services within 45 days of referral.
- Receive prior notice of IFSP meetings and evaluations.
- Understand fully each step in the FIT Program process.
- Confidentiality about your child and family.
- Review records.
- Help to resolve disagreements.
- Submit a complaint.

Your Family Service Coordinator will review your rights with you when you begin in the FIT Program. Also, you will receive detailed written notification of your rights when you enter the program and periodically during the time you receive early intervention services and supports. Furthermore, your Family Service Coordinator will review your rights with you when they explain the services that you and your family will receive. If you have any questions about your rights, talk to your Family Service Coordinator. You may also call the FIT Program toll-free at 877.696.1472.

You may read an overview of your rights on these pages. (For more detailed information, please refer to the Notice of Child and Family Rights & Safeguards in the New Mexico Part C Early Intervention System available from your Family Service Coordinator.)

### The Right to Participate

Your participation in the FIT Program is voluntary. It is up to you to decide to participate in the program. If you accept services, you will determine the level of your participation.

You are an important part of planning services for your child because you know your child best. You are encouraged to speak up about your family's and child's needs. You can also review your child's evaluation and assessment and get information about how to help your child develop. You must agree to services for your child and sign the plan before these services begin.

### The Right to Have Your Child Evaluated

When your child is referred to the FIT Program, you have the right to an evaluation to determine eligibility. If you disagree with the results of the evaluation you can make a request for a due process hearing.

### The Right to Give Your Consent

Your FIT provider agency must have your consent in writing on a Prior Written Notice (PWN) form before any evaluations, assessments, or services take place. You can consent to one service and refuse to accept another. Your provider must also have your written consent on a PWN before sharing information about you or your child with others. You can withdraw your consent at any time.

### The Right to a Plan for Services within 45 Days of Referral

Within 45 days of referral, and if eligible for services, your family has the right to a written plan for services. This plan is called your Individualized Family Service Plan (IFSP) and includes early intervention services based on your family's needs. A team, including you, your Family Service Coordinator, and early intervention staff, will meet to develop this plan. This IFSP team can also include family members, friends, or advocates that you choose to help you decide what is best for your family and child. This plan is reviewed every six months or more frequently, according to your family's needs.

## Overview

### The Right to Prior Notice of IFSP Meetings and Evaluations

You will have meetings with your service providers during your time in the FIT Program. Meetings must be held at a time and place that is best for you. Each time you meet you must be told about it in writing or orally in a language you understand. You must receive notification of the meetings or evaluations in advance so that you can arrange to have family members or others at the meeting. Each notice should include the following information about the meeting:

- Where and when it will be held
- Who will be there
- Purpose of the meeting
- What records, reports, or tests will be used
- Information about your rights to confidentiality

### The Right to Understand

You have the right to receive answers to questions about your child's development, about services, and about the FIT Program from your local FIT provider agency. Ask for help from the staff if you don't understand. If needed, you have the right to receive a translation orally in your native language, in sign language, or in Braille.

### The Right to Confidentiality

All information about your child and family is confidential. Sometimes, your early intervention provider will need to obtain or share information about your child to determine eligibility or to arrange for services. Your early intervention provider must get your permission to request or share information with other agencies or service providers. It is up to you if you want to share this information. Only early intervention staff members who are involved with you and your child may look in your files. No one else may look at your files without your permission. Your early intervention provider must keep a record of who looks at your files. You may ask for a written explanation about how private information is protected by your early intervention provider. Your right to confidentiality is covered under federal

law by both the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and the Family Educational Rights and Privacy Act (FERPA).

### The Right to Review Records

Your early intervention provider keeps your child's records. You may ask your provider to see them or to give you a copy. If you disagree with information in your child's records, you may ask your early intervention provider to correct that information. If they disagree, you can request a FERPA hearing. The hearing must be conducted within 30 days and any individual, including an attorney, may represent you at the hearing. Your child's records will be kept at least seven years after your family has left the early intervention system.

### The Right to Help with Resolving Disagreements

Sometimes, parents and early intervention program staff disagree regarding an evaluation, assessment, or early intervention services. If there is disagreement, try talking with your Family Service Coordinator, who may be able to help resolve the disagreement informally. Each local early intervention program has a complaint procedure that can be used if you have a disagreement.

If you are not able to reach agreement with your early intervention provider, you can call the FIT Program toll-free at 877.696.1472, or email fit.program@state.nm.us, and ask for the staff person assigned to your early intervention provider. This person will try to help you resolve the disagreement. You may also request mediation or a hearing to resolve a disagreement.

**Mediation** is a process in which trained mediators help people communicate and make informed choices in order to find a resolution to their dispute. The mediator is impartial, neutral, and unbiased. To request mediation please send a letter to the FIT Program manager at the address on the following page.

The mediation meeting will be held within 30 days of your request. Choosing mediation as a way to resolve your disagreement does not deny your right to request a due process hearing.

Due process hearings involve a state-appointed hearing officer who reviews all information from all people involved. The hearing shall be carried out at a time and place that is convenient to you and other people involved. You may be advised and accompanied to the hearing by an attorney or by someone with knowledge of the early intervention system. You may present evidence, confront and cross-examine, and require the attendance of witnesses. A written decision will be mailed to each person involved within 30 days from the day a request for a hearing is filed. To request a due process hearing you should send a letter to the FIT Program manager (see address below). While the hearing is in process, your early intervention services will continue. Mediation will be offered to all individuals who submit a request for a due process hearing.

### The Right to Submit a Complaint

If you feel your early intervention provider or a state agency has ignored or violated a federal or state regulation regarding services to your child and family, you can write a letter of complaint to the FIT Program manager (see address below). After receiving your written complaint a staff person will be assigned to investigate and gather information from you and others concerned. The FIT Program office will review all of the information and reach a decision about your complaint within 60 days.

The chart at right illustrates the variety of options you have within the FIT Program to have your concerns addressed.

**fit** Program manager

**New Mexico Early Childhood Education & Care Department**

**Family Support and Early Intervention Division**

**FAMILY INFANT TODDLER PROGRAM**  
1120 Paseo de Peralta • Room 209  
Santa Fe, NM 87501

## Ways to Handle Your Concerns:

**I have a concern about my child's records or right to confidentiality.**

**LOCAL LEVEL >> FERPA Hearing**  
Call your early intervention provider about your concerns and request a FERPA hearing.

**I want someone local to help me resolve my concern informally.**

**LOCAL LEVEL >> Informal Process**  
Call your Family Service Coordinator or the manager of your local early intervention program to help you resolve your concern.

**I want someone local to help me resolve my concern formally.**

**LOCAL LEVEL >> Provider Complaint Process**  
Contact the manager of your local early intervention program and request assistance with filing a complaint with their organization.

**I want someone at the state to help me resolve my concern informally.**

**STATE LEVEL >> Informal Complaint Process**  
Call the Family Infant Toddler Program toll-free at 877.696.1472 and ask for the staff person assigned to your local early intervention program.

**I have a disagreement with my early intervention provider and would like to enter into mediation.**

**STATE LEVEL >> Mediation Process**  
Send your request for mediation in writing to the FIT Program manager.

**I have a disagreement with my early intervention provider and would like to request a hearing.**

**STATE LEVEL >> Due Process Hearing**  
Send your request for a hearing in writing to the FIT Program manager.

**I believe a Federal or State Regulation has been ignored or violated.**

**STATE LEVEL >> Complaint Process**  
Send your complaint in writing to the FIT Program manager.

# ABCs of Early Intervention

This guide to phrases and acronyms will help you better understand the world of early intervention.

**Assistive Technology** — Equipment, devices, and/or products, including those acquired commercially, modified, or customized, that increase the functional abilities of children with developmental delays (such as a communication device or seating chair).

**Audiology** — Testing a child's hearing and other auditory services (including hearing aids or specific training regarding amplification needs).

**Child's Record** — The file that includes evaluations, reports, progress notes, and the child's IFSP, and is maintained by the Family Service Coordinator.

**Consultation** — Meetings between IFSP team members for the purpose of integrating and planning effective early intervention strategies.

**Co-visit** — When more than one service provider provides early intervention services to enable them to coordinate strategies when working with your child.

**Development** — The process of learning and mastering new skills over time; includes ability to move, communicate, think, see, hear, and play with toys or other people.

**Developmental Instruction** — The design of and consultation on developmentally appropriate activities that families and caregivers can include in the child's typical day; may include activities within all developmental areas.

**Due Process Hearing** — A hearing involving a hearing officer who rules on evidence related to a disagreement between a parent and an early intervention provider.

**Early Intervention** — A collection of services provided by public and private agencies and mandated under law to support eligible children and their families in enhancing a child's potential growth and development from birth to age three.

**ECEP (Early Childhood Evaluation Program)** — An organization that works collaboratively with families and providers throughout the state to help enhance New Mexico's capacity to provide evaluation services for infants and young children.

**ECO (Early Childhood Outcomes)** — Three outcomes that are assessed when a child enters and exits early intervention. These outcomes focus on skills and abilities children use to be successful in everyday activities and routines in their home, community, and their future school settings.

**Eligibility** — Requirements your child must meet in order to receive early intervention services from the New Mexico Family Infant Toddler Program.

**ERAP (everyday routines, activities, and places)** — Settings where your child typically lives, learns, and plays. This may include your home, a child care setting, recreation centers, or other community settings, and your child's typical daily routines such as playtime, bath time, and mealtime.

**Evaluation** — Determining your child's eligibility by gathering information about your child from records, assessments, and using professional judgment.

**Family Service Coordination** — Assisting families through the intake, evaluation, and eligibility determination and IFSP processes. Family Service Coordinators also provide information about and make referrals to other community resources, and coordinate and ensure the delivery of all services.

**Family Therapy, Counseling, and Training** — Services provided, as appropriate, by licensed social workers, family therapists, counselors, psychologists, and other qualified professionals to help the parent(s) understand the special needs of their child and support the parent-child relationship. They will also offer other services to the parent(s) in support of their parenting as they guide their child's healthy development.

**FIT (Family Infant Toddler) Program** — The program at the New Mexico Early Childhood Education & Care Department that oversees the delivery of early intervention services in New Mexico through a network of public and private providers.

**Fully Informed Consent** — Families recognize their authority and responsibility in making decisions about their child's involvement.

**Functional Outcomes** — Statements of changes you want for your child and family that are documented in your IFSP.

**Health Services** — Helping a child benefit from other services, including clean intermittent catheterization, tracheostomy care, tube feeding, changing dressings or ostomy collection bags, and consultation with service providers concerning special health care needs.

**ICC (Interagency Coordinating Council)** — A council of members appointed by the governor to advise and assist the Family Infant Toddler Program in planning and promoting the implementation of a coordinated and family-centered service system in order to address the needs of infants and toddlers with or at risk of developmental delays, and their families.

**IDEA (Individuals with Disabilities Education Act) Part C** — The federal legislation that determines the implementation of early intervention by states.

**IEP (Individualized Education Program)** — The plan for services in public school special education programs for children with disabilities that may begin when a child reaches age three.

**IFSP (Individualized Family Service Plan)** — A written plan for your child's and family's desired functional outcomes and strategies to meet those functional outcomes during your time in the FIT Program.

**IFSP Team** — A team that includes you, your Family Service Coordinator, and other professionals involved in providing ongoing services to your family and anyone else you'd like included (i.e., other family members, child care staff, pediatrician).

**Intake** — Your first meeting with your Family Service Coordinator where he or she explains your rights, describes the FIT Program, and helps plan your child's evaluation.

**Mediation** — A way to settle a conflict so that both sides win. Parents and other professionals discuss their differences and, with the help of a trained and independent mediator, reach a settlement that both sides accept.

**Medical Services** — Diagnostic or evaluation services provided by a licensed physician — used to determine a child's medical status and how it may affect development.

**Natural Environments** — Settings that are natural or normal for the child's age peers who have no disabilities and include the home, child care, and other community settings.

**Nursing Services** — Health assessments and nursing education to prevent health problems or improve functioning and administration of treatments.

**Nutrition Services** — Provided by a dietitian or nutritionist who evaluates the child's nutritional needs.

**Occupational Therapy** — Helping children gain skills needed for play and daily living activities, designing and providing adaptive and assistive devices, as well as addressing the child's sensory motor and fine motor needs.

**Ongoing Assessment** — An ongoing process including the use of observation and tools to identify your child's or family's needs and strengths.

**OSEP (Office of Special Education Programs)** — The federal agency that oversees all state Part C programs. OSEP is dedicated to improving results for infants, toddlers, children, and youth with disabilities ages birth through 21 by providing leadership and financial support to assist states and local districts.

**Parent** — Includes the biological parent(s), guardian, acting parent (including foster parents), or surrogate parent (assigned by the state in situations where there is no other person to act as parent at the IFSP).

**Physical Therapy** — Helping families and caregivers to enhance the child's movement abilities (including crawling, standing, walking, and balance) through therapeutic activities, appropriate positioning, and with adaptive and assistive devices that can be incorporated into the child's typical day.



# ABCs of Early Intervention

**Prior Written Notice (PWN)** — Parents have the right to understand all information and reports about their child's development. Parents also have the right to give or refuse consent for all early intervention service activities. This consent must be documented on a PWN.

**Psychological Services** — Counseling, psychological, and developmental testing and analysis, and interpretation of a child's behavior.

**RBI (Routines-Based Interview)** — A conversational interview with a member of your transdisciplinary team to discuss your family's daily routines and activities. The goal of the RBI is to help you and your team identify areas of the day that are challenging, as well as activities during the day that can be used to enhance your child's learning.

**Referral** — When a parent or professional (with the parent's permission) thinks that a child may benefit from early intervention services and makes contact with CMS (Children's Medical Services) or a local early intervention provider agency.

**Respite** — An additional family support service that may be available to give parents a break from the day-to-day care of their child. It is a "child care" service that is provided by specially trained individuals.

**Sign and Cued Language Services** — Teaching sign language, cued language, and auditory/oral language.

**Social Work Services** — Assessing a child within the family setting, counseling, and developing social skill-building activities for a child.

**Special Education** — Specially designed instruction and services to meet the education needs of children over the age of three. Provided by the local school district for children who are eligible in preschool or other settings.

**Speech-Language Therapy** — Helping families and caregivers enhance the child's understanding of language and develop communication skills, which may include speech, sign language, and gestures.

**Strategies** — The methods and activities developed to achieve functional outcomes. Strategies are written into the IFSP.

**Transdisciplinary Team** — A team that works across disciplines (areas of specialty) to meet the needs of the child and family through aligning strategies and ongoing consultation and co-visits.

**Transition** — The process of planning for supports and services for when your child will leave the FIT Program, or if you move to a new community.

**Vision Services** — Evaluation and assessment of vision, visual, and mobility training, as well as referral for medical and other professional services necessary.



# Family Resources

## National

### The Arc of the United States

1825 K Street NW, Suite 1200 • Washington, DC 20006  
**800.433.5255** (Toll-Free) • **202.534.3700**  
**info@thearc.org** • **www.thearc.org**

A national organization that promotes and protects the human rights of people with intellectual and developmental disabilities and actively supports their full inclusion and participation in the community throughout their lifetimes.

### Birth Defect Research for Children, Inc.

976 Lake Baldwin Ln, Suite 104 • Orlando, FL 32814  
**407.895.0802**

**staff@birthdefects.org** • **www.birthdefects.org**

Providing parents and expectant parents with information about birth defects and support services for their children. They have a parent-matching program that links families who have children with birth defects and a national birth defects registry.

### Center for Parent Information & Resources c/o Statewide Parent Advocacy Network

35 Halsey St, 4th Floor • Newark, NJ 07102  
**973.642.8100**

**www.parentcenterhub.org**

The Center for Parent Information and Resources serves as a central resource of information and products to the community of Parent Training Information Centers and the Community Parent Resource Centers, so that they can focus their efforts on serving families of children with disabilities. This website houses much of the information previously available through the National Information Clearinghouse for Children and Youth with Disabilities website, [www.nichcy.org](http://www.nichcy.org).

### Office of Special Education Programs and Rehabilitative Services

**US Department of Education**  
400 Maryland Ave SW • Washington, DC 20202  
**800.872.5327** (Toll-Free)

**www2.ed.gov/about/offices/list/osep**

The Office of Special Education Programs (OSEP) is dedicated to improving results for infants, toddlers, children, and youth with disabilities ages birth through 21 by providing leadership and financial support to assist states and local districts.

### TASH

1101 15th St NW, Suite 206 • Washington, DC 20005  
**202.817.3264** • **tash.org**

TASH is an international leader in disability advocacy. TASH advocates for human rights and inclusion for people with significant disabilities and support needs – those most vulnerable to segregation, abuse, neglect, and institutionalization. TASH works to advance inclusive communities through advocacy, research, professional development, policy, and information and resources for parents, families, and self-advocates. The inclusive practices TASH validates through research have been shown to improve outcomes for all people.

### ZERO TO THREE

2445 M St NW, Suite 600 • Washington, DC 20037  
**800.899.4301** (Toll-Free) • **202.638.1144**

**www.zerotothree.org**

An organization whose mission is to ensure that all babies and toddlers have a strong start in life. They envision a society that has the knowledge and will to support all infants and toddlers in reaching their full potential.

## New Mexico

### ARC

5130 Masthead St NE • Albuquerque, NM 87109  
**800.358.6493** (Toll-Free) • **505.883.4630**  
**www.arcnm.org**

The Arc promotes and protects the human rights of people with intellectual and developmental disabilities and actively supports their full inclusion and participation in the community throughout their lifetimes.

### Disability Rights New Mexico

3916 Juan Tabo Blvd NE • Albuquerque, NM 87111  
**800.432.4682** (Toll-Free in New Mexico) • **505.256.3100**  
**www.drnrm.org**

The mission of Disability Rights New Mexico (DRNM) is to protect, promote, and expand the legal and civil rights of persons with disabilities. DRNM is an independent, private nonprofit agency operating federally mandated and other advocacy programs in pursuit of this mission.

### Education for Parents of Indian Children with Special Needs (EPICS)

2201 Buena Vista Dr SE, Suite 201 • Albuquerque, NM 87106  
**888.499.2070** (Toll-Free) • **505.767.6630**

**www.epicsnm.org**

EPICS is a Community Parent Resource Center serving New Mexico families who have Native American children with disabilities or developmental delays.

### New Mexico Kids • Early Care Education and Family Support

**www.newmexicokids.org**

The New Mexico Kids website offers a variety of services and resources for both educators and families in the State of New Mexico. Whether searching for quality child care or looking for professional development for early childhood educators, you will find information on this site that links you to the information or services you may need.

### NM Public Education Department Special Education Bureau

300 Don Gaspar Ave • Santa Fe, NM 87501  
**505.827.5800** • **PED.HelpDesk@state.nm.us**

**webnew.ped.state.nm.us/bureaus/special-education/**  
The Special Education Bureau provides management and oversight of special education services in New Mexico.

### Parents Reaching Out

2501 Yale Blvd SE, Suite 200 • Albuquerque, NM 87106  
**800.524.5176** (Toll-Free in New Mexico) • **505.247.0192**

**info@parentsreachingout.org** • **parentsreachingout.org**  
Parents Reaching Out (PRO) provides support, training, and tools for families of and youth with disabilities or complex medical needs. Our goal is to help family members and youth become their own best advocates in the areas of early childhood, education, and healthcare.

### UNM Center for Development and Disability

2300 Menaul Blvd NE • Albuquerque, NM 87107  
**505.272.3000**

**CDD-AdminSupport@salud.unm.edu** • **www.cdd.unm.edu**  
Their mission is to advance exemplary services, research, education, and policies to support the well-being of all New Mexicans. They provide lifelong care for people with and at risk for developmental and other disabilities. CDD is New Mexico's only federally funded Center for Excellence in Developmental Disabilities Education, Research, and Service.



NEW MEXICO

## Early Childhood

Education & Care Department

[www.nmeccd.org](http://www.nmeccd.org)

**Family Support and Early Intervention Division**  
**FAMILY INFANT TODDLER (FIT) PROGRAM**

1120 Paseo de Peralta • Room 209  
Santa Fe, NM 87501  
**877.696.1472** (Toll-Free)  
866.829.8388 (Toll-Free Fax)

