

**EI PROVIDERS:  
 IFSP CHANGE JUSTIFICATION WORKSHEET FOR DEVELOPMENT OF THE WRITTEN DEVELOPMENTAL JUSTIFICATION OF NEED  
 TO CHANGE FREQUENCY, INTENSITY OR LOCATION OF AUTHORIZED SERVICES**

**Section 1: General Information (required for all changes)**

Name of Provider Requesting Change			Discipline of Provider Requesting Change		
Name of Child's Service Coordinator		Child's Name		EI #	

**Section 2: Current IFSP/Authorization Information (required for all changes)**

IFSP Begin Date	Authorized Frequency	Authorized Intensity	Authorized Location	# of Service Sessions Completed by Provider
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Functional Outcome That Supports Current Authorization:
Current Progress Toward That Outcome:

**Section 3: Change Requested (required for all changes)**

Increase in Frequency or Intensity	Decrease in Frequency or Intensity	Change in Location	Discharge
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**Section 4: Written Developmental Justification to Change Existing Authorization:**

Providers who are requesting an **increase in frequency or intensity or a change of location must address** all questions and provide all explanations/documentation requested in this Section. Providers who are requesting **a decrease in services or who have found the child age appropriate and are recommending that the child be discharged** from services are only required to address the last statement found under Principle #4 in the "Information Required to Justify This Principle" column.

<b>Principles of Early Intervention &amp; Definition of Functional Outcomes &amp; Written Home Activity Program</b>	<b>Information Required to Justify This Principle</b>	<b>Written Justification</b>
1) <b>Principle #1</b> - The primary goal of EI is to support families in promoting their child’s optimal development and facilitate the child’s participation in family and community activities.	Explain how the proposed change will increase this family’s knowledge of child development and help to facilitate the child’s participation in this family’s daily routines and community activities?	
2) <b>Principle #2</b> - The focus of EI is to encourage the active participation of families in the therapeutic process by imbedding intervention strategies into family routines. It is the parents who provide the real Early Intervention by creatively adapting their child care methods to facilitate the development of their child, while balancing the needs of the rest of their family.	<p>What types of family training, education and support have you provided to this family to encourage their active participation in their child’s services?</p> <p>What types of developmental strategies have been imbedded into this family’s daily routines?</p>	
3) <b>Principle #3</b> - EI requires a collaborative relationship between families and providers, with equal participation by all those involved in the process. An on-going parent-professional dialogue is needed to develop, implement, monitor and modify therapeutic activities.	<p>Does this family (parent/caregiver) routinely participate in the therapeutic activities as an equal participant? If so, do they participate hands on, observation only, or both?</p> <p>If the family does not actively participate, document the strategies that you have used to encourage active participation. If you have not encouraged active participation in the past, document how you will proceed to work with this family (parent/caregiver) to facilitate participation in all future therapeutic activities.</p> <p>Document the type of existing on-going parent/professional dialogue that you have with this family to determine when therapeutic activities/developmental strategies that have been incorporated into this family’s daily routines need to be modified.</p> <p>If you do not currently have on-going parent/professional dialogue with the family, document how you will proceed to work with this family (parent/caregiver) to develop therapeutic activities/developmental strategies to incorporate into this family’s daily routines.</p>	
<p>4) <b>Principle #4</b> - Intervention must be linked to specific outcomes that are family-centered, functional and measurable. Intervention strategies should focus on facilitating social interaction, exploration and autonomy.</p> <p><b>Definition of Functional Outcomes</b> – Family centered outcomes that are written by the IFSP team and the family based upon the family’s identified priorities and concerns. Family centered functional outcomes</p>	<p>Based upon the Principles of Early Intervention and the definition of Functional Outcomes, are the current functional outcome/intervention services considered to be family-centered and do they focus on facilitating social interaction, exploration and autonomy for the child/family?</p> <p>If so, has the current outcome been met?</p>	

Principles of Early Intervention & Definition of Functional Outcomes & Written Home Activity Program	Information Required to Justify This Principle	Written Justification
<p>are designed to encourage children to participate in the same types of family and community activities as other children their age. In order for this to occur the IFSP team needs to be aware of the family’s routines and the community activities that the family engages in. This will allow the team to consider daily routines and a variety of natural settings for intervention strategies to be implemented once the outcomes are developed. Family participation is the key to intervention and families are more likely to participate when the outcomes are meaningful to them and can be worked on throughout their everyday routines and activities. Functional Outcomes should be written to address areas of family concern rather than focusing on specific professional disciplines or therapies. The outcome must be related to a necessary skill and should state a process and a product. Functional outcomes are developed at the child’s IFSP meeting.</p> <p>Family centered functional outcomes drive the decision making process to determine what EI services a child and family will receive. Service delivery decisions are not based on a child’s medical diagnosis or percentage of delay, but rather on the child and family’s unique strengths, needs, concerns and priorities that led to the development of each individualized family centered outcome. All outcomes must be functional and meaningful to the child and family. Family centered functional outcomes must be written prior to the determination of service delivery decisions, which would include disciplines to provide services and frequency, intensity and duration of services identified on authorizations. All recommendations for services must be based upon the “Principles of Early Intervention”.</p>	<p>If the current outcome has been met, or is not in compliance with the definition of “Functional Outcomes”, would it be more appropriate to develop a new functional outcome rather than to increase the frequency/intensity of services or to change the location of services?</p> <p>If it is determined that a new functional outcome would not be more appropriate, please explain why an increase in frequency or intensity or a change in location of services would be more appropriate.</p> <p>If this request is to decrease services or discharge the child, please document the progress that this child has made and why intervention services should be decreased or why services are no longer required.</p>	
<p>5) <b>Principle #5</b> - Intervention shall be integrated into a comprehensive plan that encourages transdisciplinary activities and avoids unnecessary duplication of services. The plan shall be built around family routines, with written home activity programs to encourage family participation in therapeutic activities on a daily basis.</p> <p><b>Definition of Written Home Activity Program</b> - A written home activity program is a document that <b>is written in the home or other place of service, with the input of the parent/caregiver during a direct service session.</b> It should identify developmental strategies to meet functional outcomes that are important to the family and that support the family in developing or refining their ability to facilitate their</p>	<p>Will the proposed increase in frequency or intensity or change in location be a duplication of services that the child is currently receiving?</p> <p>Is there an existing home activity program in place that you developed with the parent/caregiver?</p> <p>If so, was the existing program built around family routines and does it encourage family participation in therapeutic activities on a daily basis?</p> <p>Have the family and other members of the child’s IFSP team implemented that program?</p>	

<b>Principles of Early Intervention &amp; Definition of Functional Outcomes &amp; Written Home Activity Program</b>	<b>Information Required to Justify This Principle</b>	<b>Written Justification</b>
<p>child's active involvement in his or her community and family. This document should be shared with all members of the IFSP service team and the parent/caregiver. Time to create a written home activity program with the parent/caregiver is considered to be family training, education and support time that is billable as direct service time only.</p>	<p>Would a change to the existing home activity program be more appropriate rather than an increase in frequency/intensity or change in location?</p> <p>If an increase in frequency/intensity or a change in location is still required, explain how the recommended increase or change will impact/change the existing home activity program that is currently in place.</p>	
<p>6) <b>Principle #6</b> - Intervention should be monitored periodically to assure that the strategies implemented are successful in achieving outcomes.</p>	<p>Explain how you will work with this family/caregiver to monitor and make changes to the "written home activity program" when needed.</p> <p>NOTE: Please refer back to Principle #3.</p>	