

12/2017

AzEIP Assistive Technology

DECEMBER 2017

Assistive Technology

- ▶ Assistive Technology (AT) devices and services, is one of 17 developmental services defined under IDEA Part C.
- ▶ All infants and toddlers who are eligible for Part C early intervention services are also eligible to receive AT, if included as part of the child's IFSP.

IDEA Definitions

▶ AT Service

- ▶ *"...any service that directly assists an infant or toddler with a disability in the selection, acquisition, or use of an assistive technology device."* Including:
 - ▶ Assessment of the child's needs in the natural environment;
 - ▶ Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices;
 - ▶ Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices;
 - ▶ Coordinating and using other therapies, interventions, or services with assistive technology devices;
 - ▶ Ongoing services, including training for the family and professionals on the child's early intervention team.

IDEA Definitions cont.

▶ AT Device

- ▶ *"...any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of an infant or toddler with a disability."*
- ▶ IDEA does not include the following AT devices:
 - ▶ Any medical device(s) that are surgically implanted, including a cochlear implant, or the optimization (e.g., mapping), maintenance, or replacement of that device.
 - ▶ Devices that are provided to meet the medical, daily living, or life-sustaining needs of a child.
 - ▶ Devices that are not specifically designed to increase, maintain, or improve the functional capabilities of a child with a disability.

Assistive Technology

- ▶ For infants and toddlers enrolled in early intervention, AT must serve a developmental purpose by supporting the child's ability to participate in everyday activities and routines in one or more of the following domains:

- ★ Physical
- ★ Communication
- ★ Cognitive
- ★ Social Emotional
- ★ Adaptive

- ▶ Where is AT provided?

- ▶ In natural environments, such as the child's home, childcare program or other community settings



Assistive Technology

AT falls on a continuum, ranging from low tech home made solutions to high tech equipment.



Assistive Technology

Off the shelf

Devices designed universally for all children with or without disabilities.



Modified

Adapted off the shelf or specialized/customized devices.



Customized

Specialty items designed for children with disabilities.



AzEIP Assistive Technology Contract

On July 1, 2017, Southwest Human Development (SWHD) was awarded an Assistive Technology Services and Devices contract to serve Maricopa County.

Southwest Human Development's Assistive Technology program helps young children with disabilities, ages birth to 5, develop the competence and confidence they need to become independent and active participants in their home, school and community.



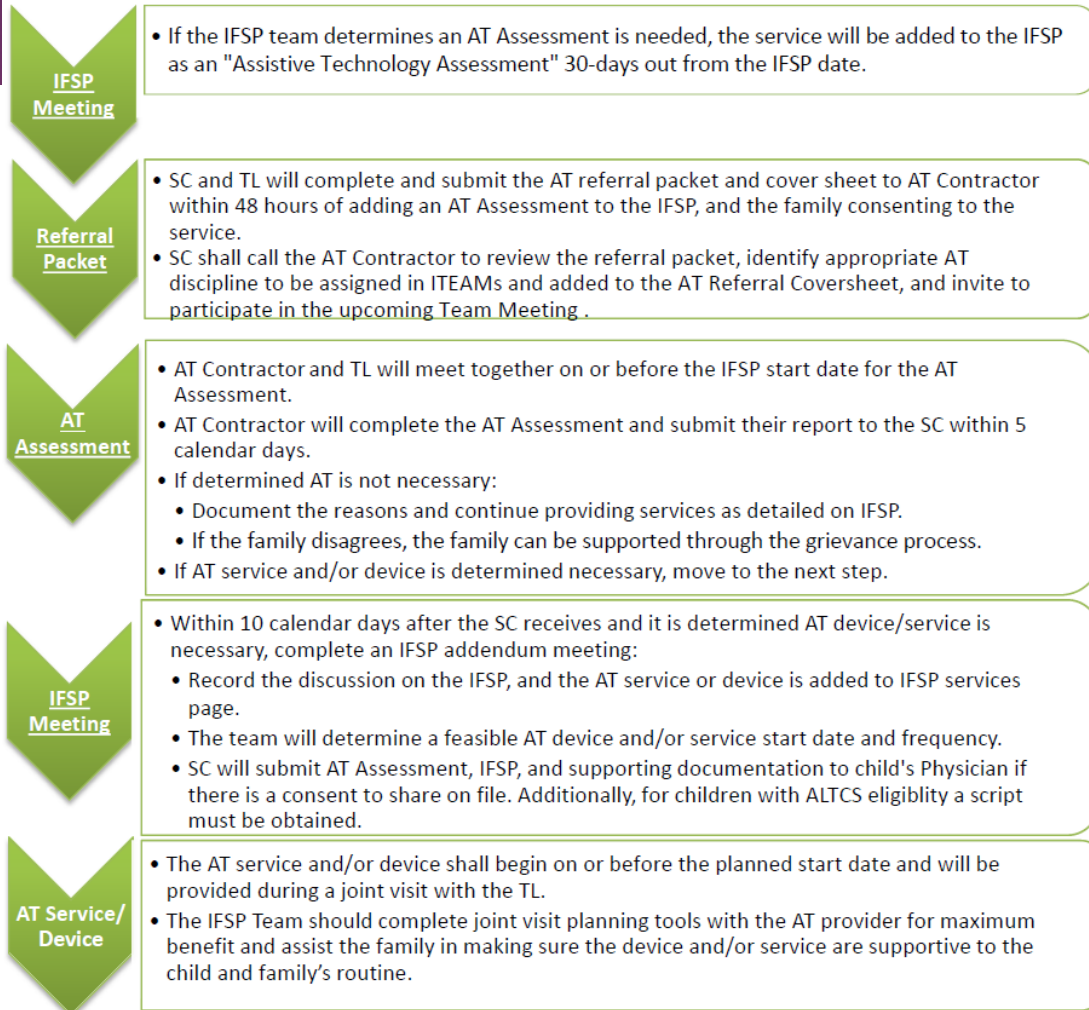
AzEIP AT Contractor

- ▶ SWHD's Assistive Technology AzEIP Contract
 - ▶ SWHD's specialists will partner with IFSP teams serving Maricopa County to support children and their families achieve the best possible outcomes.
 - ▶ Services provided by SWHD's AT AzEIP Contract include:
 - ▶ Training and technical assistance for the IFSP team and family.
 - ▶ Coordinating with other therapies, intervention, or services with AT devices, such as those associated with existing IFSPs.
 - ▶ Identification of and demonstration of AT devices.
 - ▶ Assistance in determining the appropriate route for purchasing, leasing, or providing for the acquisition of AT devices.
 - ▶ Selecting, designing, fitting, customizing, adapting, and applying devices.
 - ▶ Access to commercial equipment through a loan closet.

AzEIP AT Contractor

- If accessing AT through SWHD's AzEIP AT Contract follow the process flow outlined in the Job Aide.

Assistive Technology Process Flow



AzEIP AT Contractor



Equipment Loan Closet



ADAPT SHOP

Questions/Referrals:
tmartin@swhd.org
602-633-8686

Standing Bar



Toy Frames



Custom High Chair Inserts



Custom Seating Systems



Unique and custom equipment



For more information:

- SWHD's [AT Webpage](#)
- SWHD's [ADAPT Webpage](#)

Tina Martin
Tmartin@swhd.org
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A word cloud centered around the term "Assistive Technology". The words are arranged in various orientations and colors, including blue, green, yellow, and purple. The most prominent words are "Assistive Technology" in large blue letters, "Team Based" in large yellow letters, and "Early Intervention" in large green letters. Other visible words include "Communication", "Toddlers", "AAC", "Switch", "Infants", "Azeip", "Technology", "TBELS", "Development", "Learning", "Collaborative", "Training", "Social Emotional", "Adaptive", "High Tech Services", "IFSP", "Resources", "On The Shelf", "Customized", "Low Tech Devices", "Physical", "Support", "Cognitive", "Learning", "Outcomes", and "Families".

Assistive Technology

Team Based

Early Intervention

Communication

Toddlers

AAC

Switch

Infants

Azeip

Technology

TBELS

Development

Learning

Collaborative

Training

Social Emotional

Adaptive

High Tech Services

IFSP

Resources

On The Shelf

Customized

Low Tech Devices

Physical

Support

Cognitive

Learning

Outcomes

Families

Assistive Technology

Before considering AT...

- ▶ What expertise do team members have with AT?
- ▶ Does AT already exist or can something be modified in the environment?
- ▶ What has the family tried?
- ▶ What has the team tried?
- ▶ What strategies have been discussed during team meetings?

DEC Recommended Practices Topic Area: **ENVIRONMENT** Checklist #5 of 5

See DEC RPs: E1, 4, 5, 6, and Ins4

Assistive Technology Checklist

This checklist includes procedures for identifying and using assistive technology (AT) to promote child participation in learning activities to enhance child competence. The checklist indicators focus on identification of a child's need for AT, the selection of the appropriate AT for addressing a child's need, and the use of AT to promote a child's participation in learning activities.

The checklist indicators can be used by a practitioner to conduct an AT assessment and develop an action plan to use AT to promote child participation in learning activities. The checklist rating scale can be used to do a self-evaluation to determine if the necessary steps were followed to use AT as part of a child's individualized intervention plan.

Practitioner: _____ Child: _____ Date: _____

Please indicate which AT practice characteristics you were able to use as part of an assessment/intervention with a child:

	Seldom or Never (0-25%)	Some of the Time (25-50%)	As Often As I Can (50-75%)	Most of the Time (75-100%)	Notes
1. Observe the child's attempts to engage in everyday learning activities and routines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Identify the child's particular difficulties or challenges interfering with participation in learning activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Identify the strengths, interests, preferences, etc. that the child demonstrates and that motivate him or her to attempt interactions with other persons and materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Determine the type of AT best suited for addressing the child's need and that incorporates child strengths into AT use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Employ the AT to determine how well it permits child participation in learning activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Incorporate the AT into everyday activities and routines to ensure ongoing participation in child learning activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Reduce or eliminate the use of AT as the child becomes more independent as part of engagement in everyday activities and routines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

DEC Recommended Practices are available at <http://www.dec-sped.org/recommendedpractices>
Access this checklist and other ECTA Center products at <http://www.ectacenter.org/decsp/>
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ECTA Center
The Early Childhood Technical Assistance Center

Assistive Technology

Step 1: consideration of AT

- ▶ The IFSP team will need to consider if AT may be needed to support the child's participation in daily routines and activities and meet IFSP outcomes.
 - ▶ The team will need to gather information about the child's and family's interests, abilities, and routines.
 - ▶ The team will need to consider and trial adapting the child's environment to make an activity easier/simpler to accomplish.

Assistive Technology

Step 2: AT Assessment

- ▶ If the IFSP team has reason to believe that the child may benefit from AT, after exhausting all other options, an AT Assessment will need to be completed by a qualified AT Specialist.
- ▶ The AT Specialist must have expertise, and meet qualifications to provide assistive technology. This includes having an understanding of infant and toddler development, types of devices/technology, learning tools, adapted equipment, etc. The AT Specialist may be:
 - ▶ A qualified member of the Core Team;
 - ▶ The child's medical provider;
 - ▶ AzEIP AT Contractor (SWHD);
 - ▶ Community partner, etc.

Assistive Technology

Step 3: AT Recommendations

After an AT assessment is completed, recommendations may include but is not limited to:

- ▶ Community resources.
 - ▶ Trialing commercial equipment through a loan closet or community partner.
 - ▶ Training, technical assistance, coaching for IFSP team and family.
 - ▶ On-going IFSP services.
 - ▶ Navigating through equipment systems.
 - ▶ Assistance in determining the appropriate route for purchasing, leasing, or providing for the acquisition of AT device.
 - ▶ Device recommendation.
-
- ▶ If the IFSP team and family agree with the recommendations, an IFSP addendum meeting will need to be held to add AT (services, devices).

Parent Rights

- ▶ Parent participation is in the development of the IFSP including the assessment, selection, implementation and maintenance of AT.
- ▶ If the family and IFSP team disagree on the outcome of an AT Assessment and/or selection of AT Device, the family has a right to share their concerns:
 - ▶ Informally, such as discussing concerns with program leadership
 - ▶ Formally, such as a written complaint, mediation and/or hearing

Transition

- ▶ During the transition planning conference, assistive technology concerns need to be discussed.
- ▶ It is important that documentation details how the AT service or device will be acquired or transferred from Early Intervention to the preschool system once the child reaches the age of three.

Assistive Technology & the IFSP

GCI-1021A FORFF (2-17)
(IFSP Packet)

ARIZONA DEPARTMENT OF ECONOMIC SECURITY
Arizona Early Intervention Program (AzEIP)



This is the
INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP)

For _____ and Family

☐ Interim IFSP ☐ Initial IFSP ☐ Annual IFSP

Date: _____

Service Coordinator: _____

Team Lead: _____

Our Mission – Early intervention builds upon and provides supports and resources to assist family members and caregivers to enhance children's learning and development through everyday learning opportunities.

Equal Opportunity Employer/Program • Under Titles VI and VII of the Civil Rights Act of 1964 (Title VI & VII), and the Americans with Disabilities Act of 1990 (ADA), Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and Title II of the Genetic Information Nondiscrimination Act (GINA) of 2008; the Department prohibits discrimination in admissions, programs, services, activities, or employment based on race, color, religion, sex, national origin, age, disability, genetics and retaliation. To request this document in alternative format or for further information about this policy, contact your local office; TTY/TDD Services: 7-1-1. • Free language assistance for DES services is available upon request. • Disponible en español en línea o en la oficina local.

Assistive Technology & the IFSP

- ▶ The “Child and Family Assessment” (GCI-1021C) page of the IFSP must indicate the present levels of development that will support the need for AT.
- ▶ If AT is used by the child already, be sure to include a description. (e.g., communicates words and phrases using a picture exchange system).

GCI-1021C (2-17)
(IFSP Packet) - Page 3 of 18

ARIZONA DEPARTMENT OF ECONOMIC SECURITY
Arizona Early Intervention Program (AzEIP)

Page 1

IFSP Type:
IFSP Date:

**INDIVIDUALIZED FAMILY SERVICE PLAN
CHILD AND FAMILY ASSESSMENT**

CHILD'S NAME (First, M.I. Last) DATE OF BIRTH

Summary of Child Development within Routines and Activities

This Child and Family Assessment will capture all areas of my child's development within the contexts of everyday routines and activities that are important to our family. We will discuss areas that we identify are going well and areas that are not going well, while discussing all areas of my child's development. I can follow along with my copy of the Child and Family Assessment Guide for Families.

☐ Communication ☐ Movement ☐ Thinking/Learning ☐ Social/Behavior ☐ Self-help ☐ Vision ☐ Hearing

Activity (check one)

<input type="checkbox"/> Wake up	<input type="checkbox"/> Dressing	<input type="checkbox"/> Diapering/Toileting
<input type="checkbox"/> Mealtime/Snacks	<input type="checkbox"/> Outings	<input type="checkbox"/> Play
<input type="checkbox"/> Bath Time	<input type="checkbox"/> Bedtime/Naps	<input type="checkbox"/> Other: (describe) <input type="text"/>

How is it going? (check one for each question)

For you?	<input type="checkbox"/> Going well	<input type="checkbox"/> Some concerns	<input type="checkbox"/> A lot of concerns
For your child?	<input type="checkbox"/> Going well	<input type="checkbox"/> Some concerns	<input type="checkbox"/> A lot of concerns
For other caregivers?	<input type="checkbox"/> Going well	<input type="checkbox"/> Some concerns	<input type="checkbox"/> A lot of concerns

Comments/Details

1. Who is involved in this activity?

2. What is happening now?

3. Is this an activity in which you would like to receive support from your early intervention team? ☐ Yes ☐ No
If yes, what would it look like if it was going well?

Assistive Technology & the IFSP

- ▶ The “Child and Family Assessment” (GCI-1021C) page of the IFSP must indicate any resources that currently support the child and family.
- ▶ If AT is already used by the child, document:
 - ▶ How the family obtained the device;
 - ▶ Any training that the family has received or is currently receiving.

GCI-1021C (2-17)
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ARIZONA DEPARTMENT OF ECONOMIC SECURITY
Arizona Early Intervention Program (AzEIP)

Page 5

IFSP Type:
IFSP Date:

**INDIVIDUALIZED FAMILY SERVICE PLAN
CHILD AND FAMILY ASSESSMENT**

CHILD'S NAME (First, M.I. Last) DATE OF BIRTH

Natural Resources

List the people and resources that support your family: (e.g., friends, neighbors, extended family, neighborhood play groups, community activities, parks, social, church or other faith-based groups):

Areas of Interest

Check items your family would like more information about

☐ Places where my child can play with other children in the community

☐ Childcare

☐ Clothing, food, etc.

☐ Housing Assistance

☐ Health care and/or health insurance for my child

☐ My child's diagnosis or disability

☐ Talking with other parents

☐ Parent support/ training/advocacy

☐ Other:

☐ Other:

Priorities

From the Summary of Routines and Activities and Areas of Interest, ask the family to identify which are the most important areas to address in the next 3-6 months. Include the resources that are in place, or could be put in place, to support the priority.

Priorities	Natural Resources
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

Assistive Technology & the IFSP

- ▶ The “Outcome for Child and Family” (GCI-1021D) page of the IFSP must state the way in which AT is expected to increase, maintain, or enhance the child and family outcomes.
- ▶ If the child is already using AT, document how it plays a role in everyday activities and routines.

GCI-1021D (2-17)
(IFSP Packet) - Page 12 of 18

ARIZONA DEPARTMENT OF ECONOMIC SECURITY
Arizona Early Intervention Program (AzEIP)

Page 4

☐ IFSP Type:
☐ IFSP Date:

**INDIVIDUALIZED FAMILY SERVICE PLAN
OUTCOME FOR CHILD AND FAMILY**

CHILD'S NAME: DATE OF BIRTH:

OUTCOME #

Priority – What priority will this outcome address? *(Refer to Priorities from the Child and Family Assessment)*

Outcome – What will it look like when things are going well? *(Refer to Summary of Routines and Activities and/or Areas of Interest)*

Strategies – What specific steps and Natural Resources will help us meet this outcome? *(Include people and ideas that will help with this activity or routine – refer to Natural Resources)*

Outcome Status

At each review, as a team, we review this outcome and document the status. The IFSP team has decided to:

☐ Complete ☐ Continue ☐ Discontinue ☐ Revise Date:

Describe:

☐ Complete ☐ Continue ☐ Discontinue ☐ Revise Date:

Describe:

Assistive Technology & the IFSP

GCI-1021D (2-17)
(IFSP Packet) - Page 10 of 18

ARIZONA DEPARTMENT OF ECONOMIC SECURITY
Arizona Early Intervention Program (AzEIP)

Page 2

IFSP Type: **Annual**
IFSP Date: **12/22/2017**

INDIVIDUALIZED FAMILY SERVICE PLAN OUTCOME FOR CHILD AND FAMILY

CHILD'S NAME Baby AzEIP	DATE OF BIRTH 11/01/2016
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OUTCOME #

Priority – What priority will this outcome address? *(Refer to Priorities from the Child and Family Assessment)*

Playtime.

Outcome – What will it look like when things are going well? *(Refer to Summary of Routines and Activities and/or Areas of Interest)*

Exploration stage example #1: Baby AzEIP will play at the water table at daycare.

Exploration stage example #2: Baby AzEIP will play with her toys so mom can make dinner.

Strategies – What specific steps and Natural Resources will help us meet this outcome? *(Include people and ideas that will help with this activity or routine – refer to Natural Resources)*

Exploration stage example #1: The daycare teacher will offer Baby AzEIP a step stool when she gets tired playing at the water table. Team Lead and Physical Therapist will provide mom more information on standers.

Exploration stage example #2: Team Lead and Physical Therapist will conduct a trial of adaptive seating devices with mom to determine the most effective device for Baby AzEIP.

GCI-1021D (2-17)
(IFSP Packet) - Page 9 of 18

ARIZONA DEPARTMENT OF ECONOMIC SECURITY
Arizona Early Intervention Program (AzEIP)

Page 1

IFSP Type: **Annual**
IFSP Date: **12/22/2017**

INDIVIDUALIZED FAMILY SERVICE PLAN OUTCOME FOR CHILD AND FAMILY

CHILD'S NAME Baby AzEIP	DATE OF BIRTH 11/01/2016
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OUTCOME #

Priority – What priority will this outcome address? *(Refer to Priorities from the Child and Family Assessment)*

Playtime

Outcome – What will it look like when things are going well? *(Refer to Summary of Routines and Activities and/or Areas of Interest)*

Implementation stage example #1: Baby AzEIP will play at the water table at daycare using a stander.

Implementation stage example #2: Baby AzEIP will help mom make dinner while sitting in her adaptive chair

Strategies – What specific steps and Natural Resources will help us meet this outcome? *(Include people and ideas that will help with this activity or routine – refer to Natural Resources)*

Implementation stage example #1: Team Lead and Physical Therapist providing training to mom and daycare teacher on use of stander and positioning.

Implementation stage example #2: Team Lead and Physical Therapist will train mom in positioning Baby AzEIP in adaptive seating device.

Assistive Technology & the IFSP

IFSP Services Page (GCI-1021G) Documentation	Outcome #	Early Intervention Service	Intensity	# of sessions	# of minutes per session	Service Setting	Method	Duration
<u>AT Assessment</u>	Link to corresponding outcome documented on the "Outcome for Child & Family" (GCI-1021D) IFSP page.	"Assistive Technology Assessment"	Individual, (2) Multiple children (2), (3+) Multiple children	1	120	Varies	JV, TC	30 days from the date of the IFSP, but no later than 45 days.
<u>AT Services</u>	Link to corresponding outcome documented on the "Outcome for Child & Family" (GCI-1021D) IFSP page.	"Assistive Technology Services/(discipline)"	Individual, (2) Multiple children (2), (3+) Multiple children	Reflects the number of AT sessions needed.	Reflects the duration of AT sessions.	Varies	JV, TC	Expected date of AT Services to start/end
<u>**AT Devices</u> (only for SWHD AT clients)	Link to corresponding outcome documented on the "Outcome for Child & Family" (GCI-1021D) IFSP page.	"Assistive Technology Device"	Individual, (2) Multiple children (2), (3+) Multiple children	N/A	N/A	N/A	N/A	Expected date of AT device to be delivered.

Outcome #	Early Intervention Service	*Intensity	# of Sessions	# of minutes per session	C = Community O = Other (if other, complete the justification below)	JV = Joint Visits TC = Team Conferencing NTL = Non Team Lead	Planned Start Date	Planned End Date
	Assistive Technology Assessment	I	1	120	<input checked="" type="checkbox"/> H <input type="checkbox"/> C <input type="checkbox"/> O	JV	1/21/18	2/9/18

Outcome #	Early Intervention Service	*Intensity	# of Sessions	# of minutes per session	H = Home C = Community O = Other (if other, complete the justification below)	TL = Team Lead JV = Joint Visits TC = Team Conferencing NTL = Non Team Lead	Planned Start Date	Planned End Date
	Assistive Technology Services - Physical Therapy	I	2	30	<input checked="" type="checkbox"/> H <input type="checkbox"/> C <input type="checkbox"/> O	JV	2/11/18	3/2/18
	Assistive Technology Device	N/A	N/A		<input type="checkbox"/> H <input type="checkbox"/> C <input type="checkbox"/> O	N/A	2/11/18	2/11/18

12/2017

Assistive Technology & the IFSP

The “Payment Arrangements For Services” (GCI-1021H) page of the IFSP must be completed, and all possible funding sources must be explored prior to using state or IDEA Part C funds.

GCI-1021H (2-17)
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ARIZONA DEPARTMENT OF ECONOMIC SECURITY
Arizona Early Intervention Program (AzEIP)

☐ IFSP Type:
☐ IFSP Date:

INDIVIDUALIZED FAMILY SERVICE PLAN
PAYMENT ARRANGEMENTS FOR SERVICES

CHILD'S NAME (First, M.I. Last) _____ DATE OF BIRTH _____

☐ Service coordinator and family discussed use of family's public and/or private insurance:
☐ Public Insurance:
☐ AHCCCS ☐ CMDP ☐ IHS ☐ DDD/ALTCS ☐ Other (e.g., EPD/ALTCS): _____
Health Plan:
☐ Private Insurance Plan:
(Consent is required before billing public and private insurance)

Early Intervention Service (no acronyms)	Discipline	***Funding Source(s) (include all that apply)

***Funding Source:
1 = Medicaid (AHCCCS/CMDP) 4 = Division of Developmental Disabilities (DDD)
2 = Private Insurance (PI) 5 = Arizona Long Term Care System (ALTCS)
3 = Arizona Early Intervention Program (AzEIP) 6 = Arizona State Schools for the Deaf and the Blind (ASDB)

Other Services (in place or needed)
Services such as medical, recreational, religious, social and other child related services not required or funded under early intervention, that contribute to this plan.

- Resources your family has that are helpful in meeting the needs of your child/family (e.g., respite, as covered under ALTCS).
- Resources that you are interested in to help your family (e.g., WIC, health care, etc.).

Resource(s), Service(s), and Support(s)	Check if needed	Payment Source	Steps to be Taken (Include person responsible and timeline)
	<input type="checkbox"/>		
	<input type="checkbox"/>		
	<input type="checkbox"/>		
	<input type="checkbox"/>		
	<input type="checkbox"/>		
	<input type="checkbox"/>		

Assistive Technology & ITEAMS



Assistive Technology & ITEAMS

- For more information on how to enter AT into ITEAMS please refer to the AT – ITEAMS guidance document.

AzEIP I-TEAMS User Guide for Assistive Technology (AT)

1. IFSP Information Page

Once the IFSP team determines the need for AT and the IFSP has been updated to include AT, the Service Coordinator (SC) shall contact the AT Contractor to identify the appropriate AT discipline within 24-48 hours of the IFSP and/or invite the AT Contractor to the next team meeting. After contacting the AT Contractor and identifying the appropriate AT discipline, the SC must enter the IFSP into I-TEAMS within 10 business days.

- Click on the *Create New IFSP* button and enter all information as written on the plan.
- Click on the *Save IFSP* button.
- Click on the *Add New Services* button and enter all information as written on the plan.
- From the *Service* menu, select Assistive Technology Services.
- From the *Discipline* menu, select AT Discipline (i.e. AT-PT, AT-DSI, etc.).
*****NOTE: Only staff employed under the AT Contract can have their discipline assigned as AT.**
- Complete all other required fields.
- Save by clicking on *Add Service*.

The screenshot shows the 'Add New Service' form in the AzEIP I-TEAMS system. The form is titled 'Add New Service' and contains several fields: 'Service' (dropdown menu set to 'Assistive Technology Services'), 'Discipline' (dropdown menu set to 'AT - Occupational Therapist'), 'Frequency' (dropdown menu), and 'Service Setting' (dropdown menu). Below these are 'Planned Start' and 'Planned End' date pickers, with a 'Max End Date: 03/22/2018' note. A 'Funding Source' section includes checkboxes for 'Arizona Early Intervention Program (AzEIP)', 'Arizona Long Term Care System (ALICS)', 'Arizona State Schools for the Deaf and the Blind (ASDB)', 'Division of Developmental Disabilities (DDD)', 'Family Cost Participation (FCP)', 'Medicaid (AHCCCS/CMDP)', and 'Private Insurance (PI)'. At the bottom are 'Add Service' and 'Cancel' buttons.

2. Assign / Change Team Members Page

Once it has been determined that AT is needed and it has been added to the IFSP, the AT Contractor will need to be assigned. Please note that the AT Contractor cannot be the primary contractor.

Assigning Contractor (Completed by SC or designated data entry personnel)

- Under the *Agency* drop down menu, select AT.
- Under *Contract Provider Name*, select the AT Contractor.
- Enter the *Assignment Start Date* as indicated on the IFSP.
*****NOTE: The start date must match what is entered on the IFSP page.**
 - Once the service ends, the end date will need to be entered into I-TEAMS within 10 business days.
- Select *Update* to save the entry.

Myths

- ▶ A child must be enrolled in early intervention for at least 6 months before benefiting from AT.
- ▶ AT prevents a child from engaging like age typical peers.
- ▶ AT is expensive and is designed only for children with disabilities.

Questions?

