

BRING A CHILD INTO

FOCUS



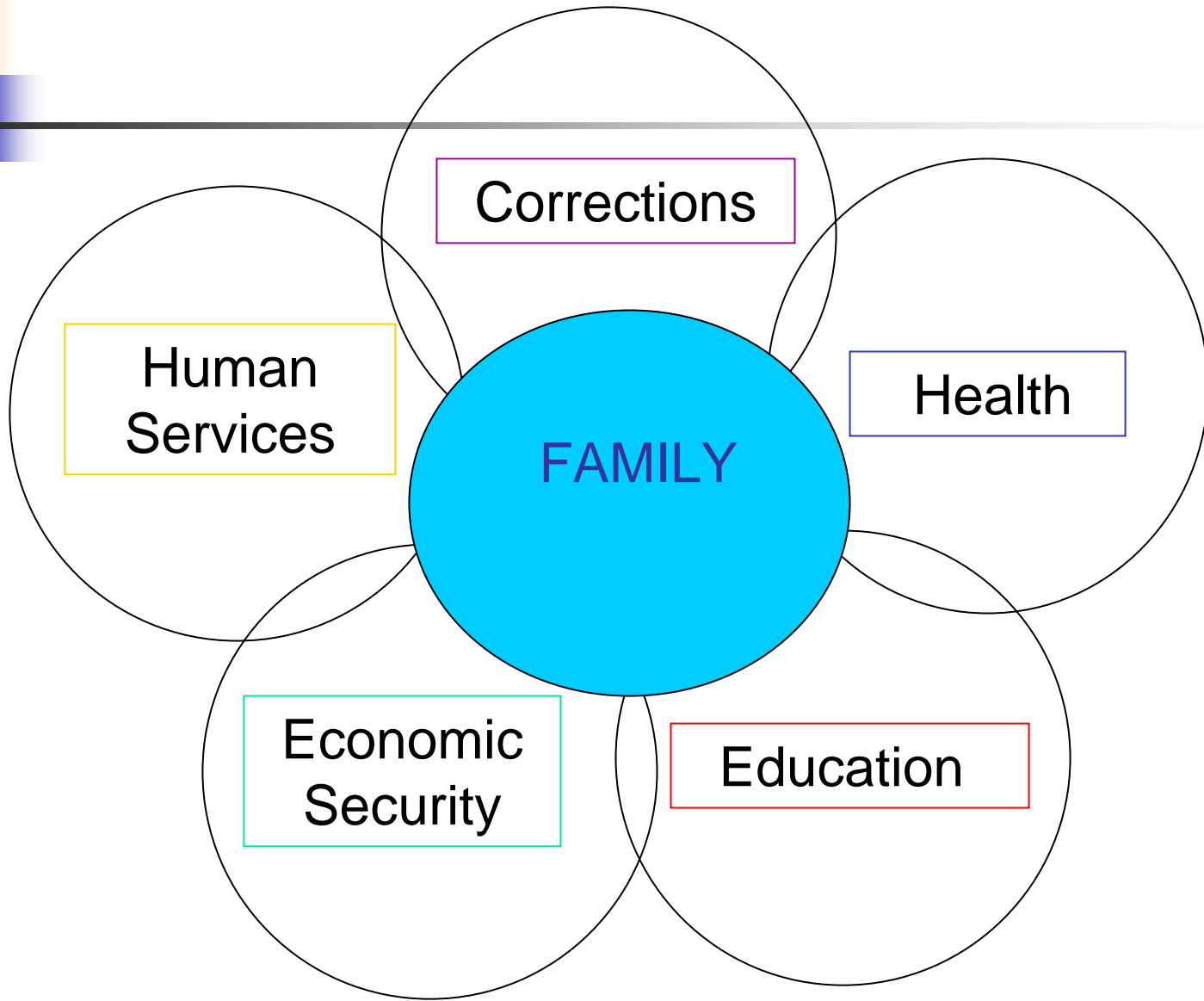
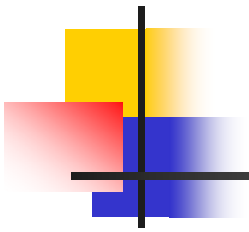
Individual Interagency Intervention Plan
(IIIP) Training April 2003



Minnesota System of Interagency Coordination for Children and Youth With Disabilities

Ages 3 through 21 (MnSIC)

- Minnesota statutes 125A.023 - State Responsibility
- Minnesota statutes 125A.027 - Local Responsibility
- Target population
 - Ages 3 through 21
- Interagency collaboration
 - 14 Programs and Initiatives under 5 state agencies



Corrections

Health

FAMILY

Education

Economic
Security

Human
Services



What is the IIP?

Individual Interagency Intervention Plan

- Both a document and a process
 - Mandated at state and local level
 - Parents **must be informed** of choice
 - Once requested, school and state agencies must provide coordinated process and use state approved document known as the IIP
 - available in printed form and web based



BRING A CHILD INTO FOCUS

- See the child in all environments: home, school, and community.
- Create a written plan with the family and service providers in a broad array of contexts (IEP, CADI, CAC, ISP, TBI, IFSP, IFCSP, ICSP, & Home Care Plans)
- Work together to improve children's outcomes.



When Do We Start?

Since 1998 the IIP has been initiated in stages.

- On July 1, 2003 the IIP will go to **full implementation** through age 21
- “Per implementation dates, **it is expected** that the document will be **used for all eligible children/youth**”

2002 unduplicated Child Count for Clay Co. = 1,337 students ages 3 through 21; 30% represent potential IIP eligible



Who is Eligible?

- Children ages 3 through 21
- Children who meet Special Education eligibility criteria resulting in an IEP
 - This does NOT include 504 plan (adaptations), Title 1 or ESL

AND

- Receive services from at least one other publicly funded agency
 - For example a county developmental disabilities coordinator, a Rule 79 case manager, Waiver programs, or a home care provider



Each Child and Family is Unique

HOPES

DREAMS

CONCERNS FOR CHILD

FAMILY STRENGTHS

NEEDS

PRIORITIES

BELIEFS & VALUES



COLLABORATION

Partnership is built with trust, respect, and motivation.

“Appreciation is a wonderful thing. It makes what is excellent in others belong to us as well” –Voltaire

“Partnership may feel least comfortable when it is most necessary” – John C Maxwell



Ready, Set, Go

- Include all invested persons
- Begin with strengths, interests, & priorities
- Listen to each other
- Specifically determine what needs exist
- Develop a common plan



First Steps

- **Give parents comprehensive information in a manner that enables them to consider whether the IIP is a “good fit” for them.**
 - If they have an IFSP/IEP and receive services from one or more publicly funded agencies, offer the IIP prior to the annual plan date or when new services are initiated.
 - Give family the four (4) family support pages of the IIP document to help them get started.



Meeting Model

- In packet is a meeting model offered as a blueprint for the IIP process and meeting.
 - **Family input is crucial** to the process and plan
 - Family priorities and strengths/concerns lead discussion
 - Core Description criteria must be addressed
 - List order is ideal format, based on age & needs
 - Home, School, Community



CORE: Description of Child/Student

- Current Health & Medical Status
- Physical/Motor Development
- Basic Senses Including Hearing & Vision
- Academic Performance/Cognitive Development/Intellectual Functioning
- Social/Emotional/Behavioral Development
- Environmental (basic needs)
- Other



CORE: Description of Child/Student

- Adaptive Development
- Community Access/Use/Participation
- Legal Representation
- Employment
- Home Living
- Recreation & Leisure
- Postsecondary
- Self Help Skills



All members of the team

- Identify general goal statements
 - Describe how they will be addressed/coordinated
 - By whom
 - With what services
- Global goals will be written across all environments: home, school, community where applicable
 - Providers are only responsible for outcomes that fall under their program mandates. Nothing in the law increases or decreases the obligation of state, county, or local school partners to pay for education, health, or social services



Bring a Child Into Focus

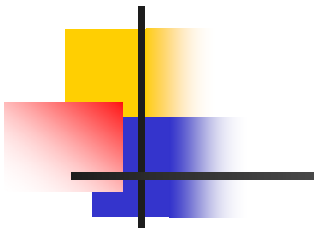
- The IIP process and document is
 - **Individualized** –each child is a promise and a possibility, with characteristics uniquely theirs
 - Families want partners to “know and fall in love with their child”
 - **Strength based** – families are strong, resilient, and capable
 - Allows partners to “see” a child in greater dimensions of skill and potential
 - Focusing on strengths opens the future and increases potential for change and positive progress



Let's Get Started !

Make the vision of the Individual Interagency Intervention Plan (IIP) a reality by:

1. Receptivity: be open to change
2. Awareness: see the possibility of change
3. Mobilization: Organize for change
4. Action: Make change happen
5. Continuity: Ensure that change becomes a way of life



MnSiC

Minnesota System of Interagency Coordination



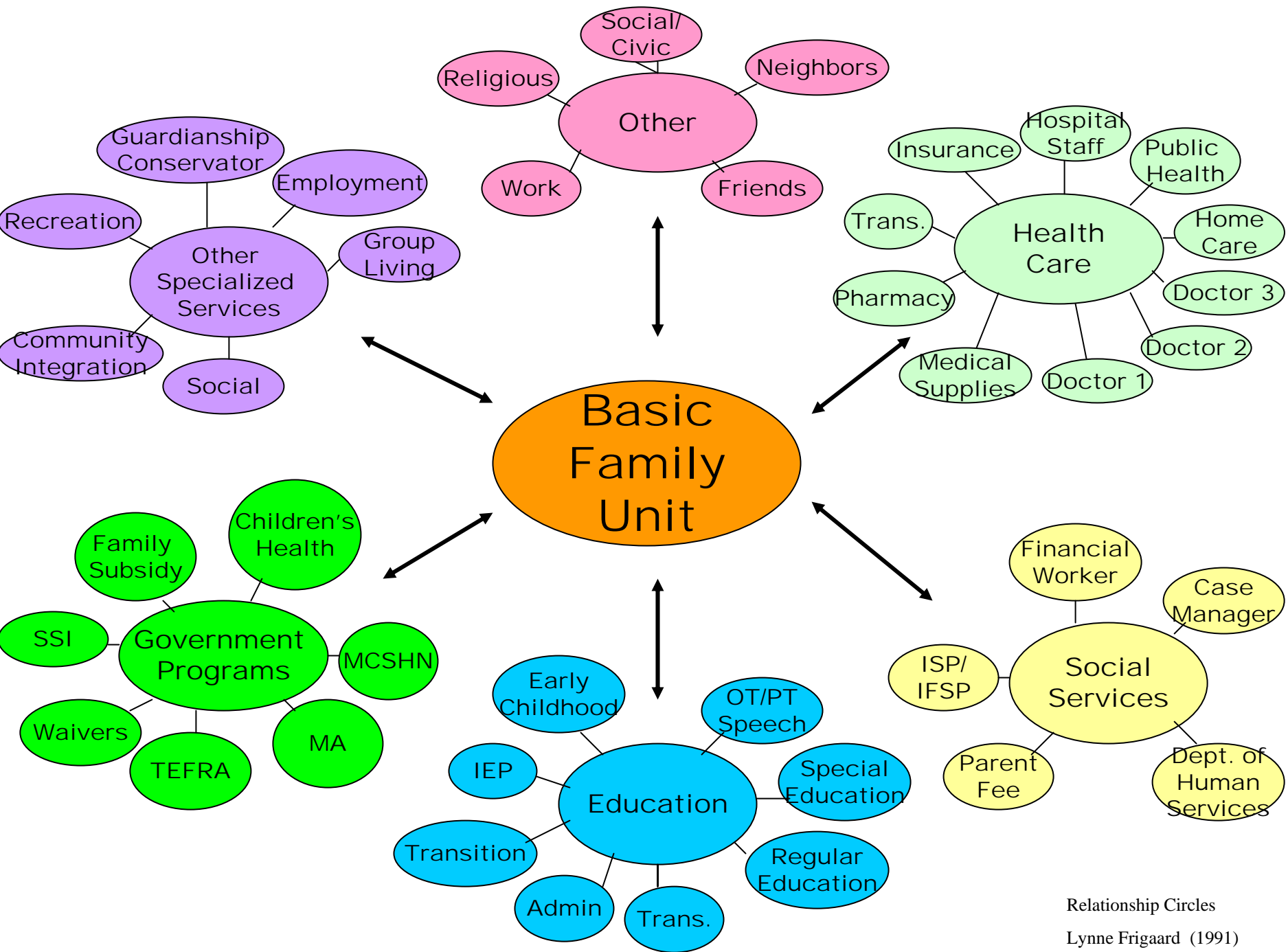
*Working together to improve
services for children and youth
with disabilities and
their families*

www.mnsic.org



eSP electronic Services Program

- The web version to manage the IIP shared document
- User ID and password given by a Local Security Administrator
- Enables all team members, including family, access to the child/youth's document
- <https://esp.state.mn.us>



Relationship Circles
Lynne Frigaard (1991)

What Plans Are **Integrated** Into The IIP?

IIP Contains Statutory Documentation

which REPLACES these 9 plans:

- CADI - Community Alternatives for Disabled Individuals
- CAC - Community Alternative Care
- TBI - Traumatic Brain Injury
- IFSP - Individual Family Service Plan
- ISP - Individual Service Plan
- IEP - Individual Education Plan
- IFCSP - Individual Family Community Support Plan
- ICSP - Individual Community Support Plan
- Multi-agency Plan of Care (Children's Mental Health Collaboratives)



Plans Coordinated Through (IIP Process)

- ITP - Individual Treatment Plan
- Out of Home Placement Plan
 - Non- child protection
- IHP - Individual Habilitation Plan
- Home Care plans
- IPE - Individual Plan For Employment
- Corrections
- Nursing Care Plans
- Other provider plans or program specific plans



Plans Coordinated Through (IIP Process)

Data elements not integrated into IIP

- IIP approved as vehicle for coordinating these other plans
- Coordinated through the planning process
 - Process will include and facilitate the development of these plans
 - For example: Manager attend meeting and contribute expertise and coordinated goals



Plans Coordinated Through (IIP Process)

Rationale

- Single service/program focus
 - IPE
- Vendor or provider specific
 - IHP or IPP
- No statewide standardized plan elements
 - Corrections
- Specific or unique to a specific population
 - IPE (DRS and SSB)
- Legal contractual arrangement
 - Out Of Home Placement Plan
- Agency's with a smaller specialized population
 - IPE (DRS and SSB)

Data Privacy and Confidentiality



Consistent with state and federal data practices acts, ie:

- Informed written consent from client/family (Tennessee Warning)
- MN Government Data Practices Act (MN Statutes-Chapter 13)
- IDEA (Individual With Disabilities Education Act) FERPA
- HIPAA (Health Insurance Portability and Accountability Act of 1996)



IIIP Framework

- **Core**

- Required by all plans

- **Additional Required Elements**

- Required by specific plans

- **Optional forms**

- Assist in planning process and/or add additional information



CORE Demographics

- **PURPOSE:**

- Collect information about the child/student/family/young adult
- Collect data for local, federal and state reporting requirements

Core: Family/Student Considerations



- **PURPOSE:**
 - For the family members/student/ to share: hopes, dreams, and concerns for the child
 - family strengths, needs and priorities
- **Several Ways to Complete**
 - Family/Student/Young Adult completes it
 - Use this form or optional form in appendix
 - Family/Student/Young Adult designates someone
- **Family Friendly Language**



Core: Family/Student Considerations

- Family beliefs and culture affects
 - **What** they share
 - **When** they share
 - **With whom** they share



Core: Family Considerations

- Assistance needed in near future:
 - Services or information requested
 - Actual services or items needed now or in the future
 - There may not be ready solutions
 - The optional section of the IIP contains other examples



Core: Description of the Child/Student

- **PURPOSE:**

- Identify strengths/current status
- Use headings to identify source of information
 - **HOME / SCHOOL / COMMUNITY**
- Identify concerns or needs
 - **HOME / SCHOOL / COMMUNITY**



Core: Description of the Child/Student

- **Family/student takes the lead**
- Must include required elements:
 - Special Education
 - Health
 - Social Services

Core: Description of the Child/Student



1. PLEP Statement

2. Areas to be addressed in IIP

- *Current Health & Medical Status
- *Physical/Motor Development
- *Basic Senses including Hearing & Vision
- *Acad.Perf/Cog. Dev./Intell. Func.
- *Social/Emotional/Behavioral Dev.
- *Communication
- *Self-help Skills
- Environmental (basic needs)
- Environmental (basic needs)
- Adaptive Development
- Community Access/Use/Participation
- Legal Representation
- Employment
- Home Living
- Recreation/Leisure
- Post Secondary
- Other

Core: Goal/Outcome & Objective/Indicators



- PURPOSE:

- To define:

- Goals/Outcomes

- Desired result of the activities, instruction or therapy
 - These will be **generalized or global**

- Objective/Indicator

- steps that are taken to achieve the goals/outcomes
 - These will be **specific** and in **language** required by plan mandates



Core: Goal/Outcome & Objective/Indicators

- Written in family/person friendly language
- May include summaries of some plans ie:
Nursing Care Plans
- Based on the needs and concerns from the description of the child/student.



Core: Goal/Outcome & Objective/Indicators

Goal/Outcome # 1. Describe the goal/ outcome to be achieved

Based on need identified in description of
child/student/young adult

Objectives/Indicators _____

Tasks or activities required to achieve
goals/outcome

Skills to be performed

Criteria, procedures, timelines for evaluation to
measure progress



Coordinated Goals

- Agencies/Professionals differ in not only our language but how we write goals
- Example of Philosophy Not Content
- Use Headings to Show Objective/Indicator responsibility
 - **Home** – family members, friends
 - **School** – district staff
 - **Community** – county or contracted service providers



CORE: Services

- PURPOSE:

- To identify needed services
 - Identify the provider/payor
 - Identify services not available and the actions taken to develop the services
- Designed to be an interagency record



Do We Need To Complete Every Page?

- Entire IIP may not need to be completed.
 - After the core section
 - Completion of Additional Required Elements **depends on:**
 - Child/student/young adult's age
 - Need for services by agency/program
 - Which plan the IIP replaces

What's Missing?



- Additional necessary information may NOT be required to be documented on the IIP, rather, it can be documented in a file based on agency/program mandates ie.
 - Parent Notification and Authorization
 - Confidentiality and privacy rights
 - Appeals/Mediation
 - Due Process
 - Worksheets and supporting documents
 - Assessments and evaluation reports
 - Billing forms



Why we do this...

“Scientists have discovered that the small, brave act of cooperating with another person...makes the brain light up with quiet joy”

Natalie Angier