



**NYC Early Intervention Program
Family Concerns, Priorities and Resources (CPR) Form**

Instructions: The CPR form must be completed by the Initial Service Coordinator during the initial meeting with parents to help them prepare for the multi-disciplinary evaluation (MDE) and, if found eligible, for the IFSP meeting. The CPR form should also be completed before each IFSP review. *The ISC must attach the completed CPR Form in the developmental assessment panel in EI-Hub. Refer to the ISC Responsibilities Policy.*

Child's Name:	EI#	Service Coordinator:
Parent name(s):		
Date CPR form completed:	CPR Form Page #	Total number of pages:
1- Family Concerns - What concerns do the parents have about their child's development and their routine activities?		
1a- Routine activities - Describe what the <u>child currently does</u> and <u>what they would like the child to be able to do</u> in each routine activity that is a concern. <i>If there are more than 3 routine activity concerns, complete another CPR Form.</i>		
Concern # ____ Routine Activity _____		
<ul style="list-style-type: none">• What child currently does:• Would like child to do:		
Concern # ____ Routine Activity _____		
<ul style="list-style-type: none">• What child currently does:• Would like child to do:		
Concern # ____ Routine Activity _____		
<ul style="list-style-type: none">• What child currently does:• Would like child to do:		
2- What are the Family Priorities? What concerns do the parents consider most important and should be focused on in the IFSP and why.		
3- What are the Family Resources? What strengths, abilities, and formal and informal supports can be used to address the family concerns? What are the child's strengths and what routines do they find enjoyable?		



**NYC Early Intervention Program
Family Concerns, Priorities and Resources (CPR) Form
Instructions for Completion**

- The CPR Form must be completed during the initial service coordinator (ISC) meeting with parents to help them prepare for the multi-disciplinary evaluation (MDE).
- The fully completed CPR Form is a required form and must be attached in the *developmental assessment* panel in EI-Hub as part of the MDE service authorization by the ISC.
- The CPR Form should also be completed prior to each IFSP review and submitted with the progress notes.

<p>NYS Early Intervention Regulations:</p> <ul style="list-style-type: none"> • 69-4.6 b (2) • 69-4.7 p (4) • NYS DOH Early Intervention Program Guidance Document: Individualized Family Service Plans (2017) 	<p>One way EI services are individualized and family-centered is by capturing each family’s concerns, priorities, and resources. Learning this information supports the provision of culturally relevant services.</p> <ul style="list-style-type: none"> • According to the NYS DOH Early Intervention Program Guidance Document: <i>Individualized Family Service Plans</i> (2017), during their initial contacts with the family, the service coordinator may gather information about the family’s concerns, priorities, and resources related to the child’s development. This can facilitate the selection of the evaluation provider with parents and, with parent consent, allow information to be shared with the evaluation provider so that the appropriate EI professionals are part of the multi-disciplinary evaluation team. • As one of the regulatory standards for initial and on-going service coordination, service coordinators (SCs) are responsible for “ensuring the individualized family service plan outcomes and strategies reflect the family's priorities, concerns and resources, and that changes are made as the family's priorities concerns and resources change” [69-4.6 b(2)]. • When found eligible, the initial service coordinator “should discuss the IFSP process with the parent and inform the parent that their <i>priorities, concerns and resources</i> play a major role in the establishment of outcomes and strategies among the parent, evaluator, service coordinator and early intervention official” [69-4.7 p(4)]. • The CPR Form is completed during the first service coordination visit with the family, prior to the selection and assignment of the multi-disciplinary evaluation (MDE) provider agency. • The fully completed CPR Form must be attached in the <i>developmental assessment</i> panel in EI-Hub as part of the MDE service authorization by the ISC. • A CPR Form should also be completed prior to each IFSP review (e.g., 6-month review, annual, etc.) since the family’s concerns, priorities and resources change as the child progresses and life events occur. • There are six components to the IFSP outcome that are based on the information collected about the family’s concerns, priorities, and resources. The components are: <ul style="list-style-type: none"> ○ Who: Usually the child or family. ○ Will do what: This is what the child will learn to do. ○ Criteria of Success: This is how everyone on the team will know that the outcome has been met and is observable. ○ Routine activity: These are the events that occur typically during the child’s day and are individualized by the family’s culture and environment. ○ So that: The reason why the family would like to achieve this outcome or why it’s important to them.
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	<ul style="list-style-type: none"> ○ Under what condition: This is any specific situation or adaptation that is reasonable to help the child achieve the desired outcome. This is optional and, if it's not specified, it's assumed that the child demonstrates 100% independence. ● See the Appendix for Outcomes and Developmental Steps for additional information.
Child's Name	Document the child's name.
EI#	Document the child's EI-Hub ID Number.
Service Coordinator	Document the service coordinator's name.
Parent name(s)	Document the parent(s) who were interviewed about the family's concerns, priorities, and resources.
Date CPR form completed:	Enter the date the CPR form is completed.
CPR Form Page #:	Enter the CPR Form page number. Some families may share concerns about more than 3 routine activities. The SC may complete more than one CPR Form and should number them accordingly (e.g., page #1, page #2, etc.).
Total number of pages:	Enter the total number of pages included in this completed CPR Form.
1-Family Concerns- What concerns do the parents have about their child's development and their routine activities? Note: This is equivalent to the who component in the IFSP outcome.	<ul style="list-style-type: none"> ● Family Concerns means those areas the parent identifies as needs, issues, or problems that they wish to have addressed within the Individualized Family Service Plan. ● Family concerns may be about the child or may also be related to the parents or family. ● This is where information about the "who" component of the IFSP outcome may come from.
1a-Routine activities - Describe what the <u>child currently does</u> and <u>what they would like the child to be able to do</u> in each routine activity that is a concern. <i>If there are more than 3 routine activity concerns, complete another CPR Form.</i>	<ul style="list-style-type: none"> ● The family's daily routine activities – how and when they do them, what materials they use, and their expectations for how their child participates in them - reflect their family culture and way of living (e.g., meal times, dressing, bathing, play times, travel, transitions, bedtime and naps, etc.). ● Routine activities are individualized to each family and are identified by the family. They also include routine activities in childcare and in the community, for example.
<ul style="list-style-type: none"> ● Concern # _____ Routine Activity _____ Note: This is equivalent to the routine activity component in the IFSP outcome.	<ul style="list-style-type: none"> ● Document the number and the routine activity that is the concern (e.g., Concern # <u>1</u> Routine Activity <u>Meal times</u>; Concern # <u>2</u> Routine Activity: <u>Play Times</u>). <ul style="list-style-type: none"> ○ This is equivalent to the "routine activity" component in the IFSP outcome. ○ The routine activities provide the "Strategies" for the Outcome Panel in the EI-Hub.

	<ul style="list-style-type: none"> • Questions the service coordinator can use to learn more about the family’s routine activities and concerns: <ul style="list-style-type: none"> ○ What times of the day are especially enjoyable for you and your child? ○ What’s your child’s favorite time of the day? ○ What times of the day are hard for you and your child? ○ What is the child’s least favorite time(s) of the day? ○ What else does your child do during the day? ○ What activities would you like to do with your child, but have not been able to do yet? ○ You said you came to Early Intervention because you were worried about.... Tell me more about that. ○ When are times during the day when your child needs to be able to...? (see response to “What brought you to Early Intervention?” to individualize question)
<ul style="list-style-type: none"> • What the child currently does 	<ul style="list-style-type: none"> • Describe what the child currently does in this routine activity (e.g., <u>Tomas uses his hands and is not able to feed himself with a spoon.</u>)
<ul style="list-style-type: none"> • Would like child to do _____ • Note: This is equivalent to the <u>will do what</u> and the <u>criteria of success</u> components in the IFSP outcome. 	<ul style="list-style-type: none"> • Describe what the parents would like the child to do in this routine activity (e.g., <u>Tomas to be able to feed himself a bowl of stage 1 baby food with a spoon.</u>) <ul style="list-style-type: none"> ○ This is equivalent to the “will do what” component in the IFSP outcome (e.g., will do what: Tomas able to feed himself stage 1 baby food.) ○ This may also be equivalent to the “criteria of success” component in the IFSP outcome. (e.g., criteria of success: Tomas feed himself a bowl of food with a spoon.) ○ When creating the IFSP outcome, the members of the IFSP team will determine whether the “will do what” and the “criteria of success” are developmentally appropriate for the child to achieve within the next six months given the child’s skills and abilities across the five developmental domains: cognition, communication, social-emotional, physical and adaptive. <p>NOTE:</p> <ul style="list-style-type: none"> • There is space on the CPR Form to document 3 concerns and routine activities, what the child currently does, and what the parents would like the child to do for each routine activity. • When there are more than three concerns, the service coordinator should complete additional CPR Forms and <ul style="list-style-type: none"> ○ Indicate the page number on each CPR Form and ○ Document the total number of pages.
<p>2-What are the Family Priorities? What concerns do the parents consider most important and should be focused on in the IFSP and why.</p> <p>Note: This is equivalent to the <u>so that</u> component in the IFSP outcome.</p>	<ul style="list-style-type: none"> • Family Priorities means those areas the parent selects as essential targets for early intervention services to be delivered to their child and family unit. • Why is the learning opportunity important to the family? For any learning opportunities identified (i.e., Would like child to do), ask the family to identify why it’s important to them that the child learn this outcome behavior. • This information is equivalent to the “so that” component of the IFSP outcome (e.g., so that: <u>Because the family wants Tomas to be part of meal times and to learn to eat with the family</u>)

<p>3-What are the Family Resources? What strengths, abilities, and formal and informal supports can be used to address the family concerns? What are the child’s strengths and what routines do they find enjoyable?</p> <p>Section 69-4.1 Definitions (02/14/2024)</p>	<ul style="list-style-type: none"> • Family Resources means the strengths, abilities, and formal and informal supports that can be mobilized to address family concerns, needs or desired outcomes. • Help the family identify the strengths and resources they already have available that enhance their capacity to meet their priorities and concerns; these are important to note for use in designing the intervention plan. • Identify the child’s strengths and what routine activities the child finds engaging and enjoyable to do. • Help the family identify the additional resources they need to further meet their concerns and priorities. • <u>These resources can be:</u> <ul style="list-style-type: none"> -Characteristics: Features internal to family members (e.g., child loves to try new things and play with his older sister, and enjoys bath times; parent is good at problem solving, communicating with others, or soothing the child) -Knowledge/Information: Understanding the child, the child’s learning characteristics, the child’s diagnosis, how early intervention works, what other supports are available -Time: Chunks of time they have available to focus on supporting the child’s learning and development -Strategies: Ideas to promote their child’s learning and development -Social Supports: Family and friends -Community Connections: Community activities the family already participates in or would like to participate in with their child (e.g., library story time or a specific time parents gather in the park), or community resources for the family (e.g., parents with similar interests getting together) -Material Resources: Finances or objects/equipment -Formal Supports: Agencies or programs designed to provide a specific service
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