

NEW NJEIS EIMS FEATURE: FORM 13

Progress Review Summary
(formerly FORM 25)

A series of thin, light-brown lines forming an abstract, overlapping geometric pattern in the top-left corner of the slide.

POLL QUESTION:

**HAVE YOU
CREATED YOUR
NJEIS LEARNING
MANAGEMENT
SYSTEM (LMS)
ACCOUNT YET?**

An abstract graphic on the left side of the page consists of several overlapping, thin, light-brown lines that form a complex, geometric pattern of irregular polygons and triangles. The lines are thin and the overall effect is a layered, geometric composition.

NJEIS LMS

IF YOU ARE HAVING DIFFICULTY
LOGGING IN CONTACT

NJEIS-CSPDSUPPORT@DOH.NJ.GOV

FOR ASSISTANCE.

An abstract graphic on the left side of the page consists of several overlapping, irregular polygons and lines in a light beige color. The lines intersect to form a complex, layered pattern that resembles a stylized map or a series of overlapping shapes.

NJEIS LMS

ONCE YOU CREATED YOUR NJEIS
ACCOUNT, LOGIN TO REVIEW THE
DOH FORM 13 MATERIALS.

HOME

ME

MY TEAM

RESOURCES

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progress review summary

✕



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Learning Event Type ▾

Delivery Type ▾

Language ▾

Duration ▾



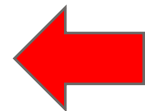
1 results found for 'progress review summary'

Sort By

Relevance ▾

 Course (1 class)**Progress Summary Review
Training**

Not Registered





POLL QUESTIONS

Understanding of what is happening the field

Two thin orange lines intersect on the left side of the slide. One line is nearly horizontal, and the other is nearly vertical.

POLL QUESTION

**Do you consistently complete
Progress Summary Form 25
before every IFSP meeting?**

Two thin orange lines intersect on the left side of the slide. One line is nearly vertical, and the other is nearly horizontal, crossing it.

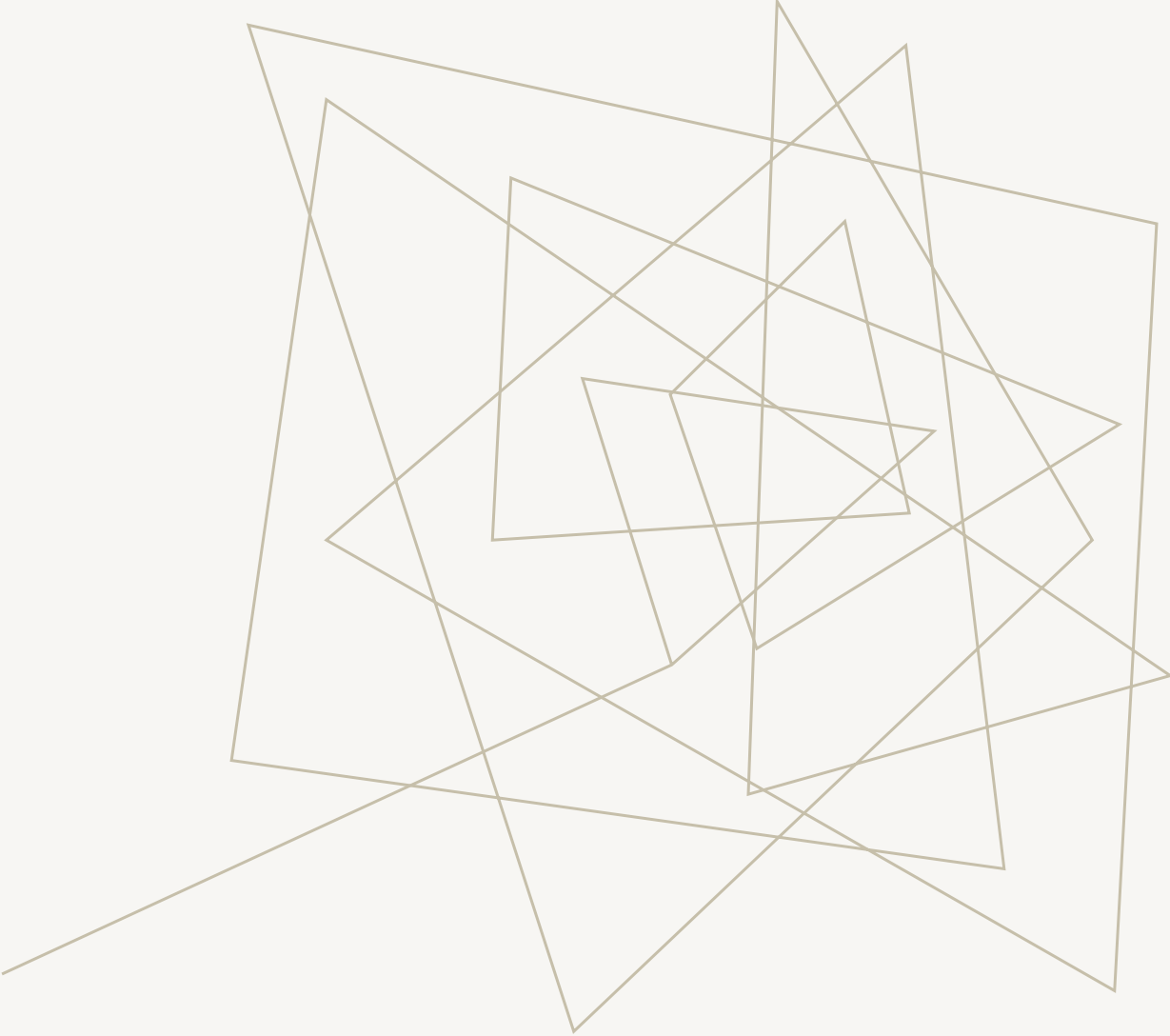
POLL QUESTION

WHEN do you typically complete the Progress Summary Form 25?

Two thin, light orange lines intersect on the left side of the slide. One line is nearly vertical, and the other is nearly horizontal, crossing it.

POLL QUESTION

**What hinders you from
completing a Progress Summary
Form 25?**

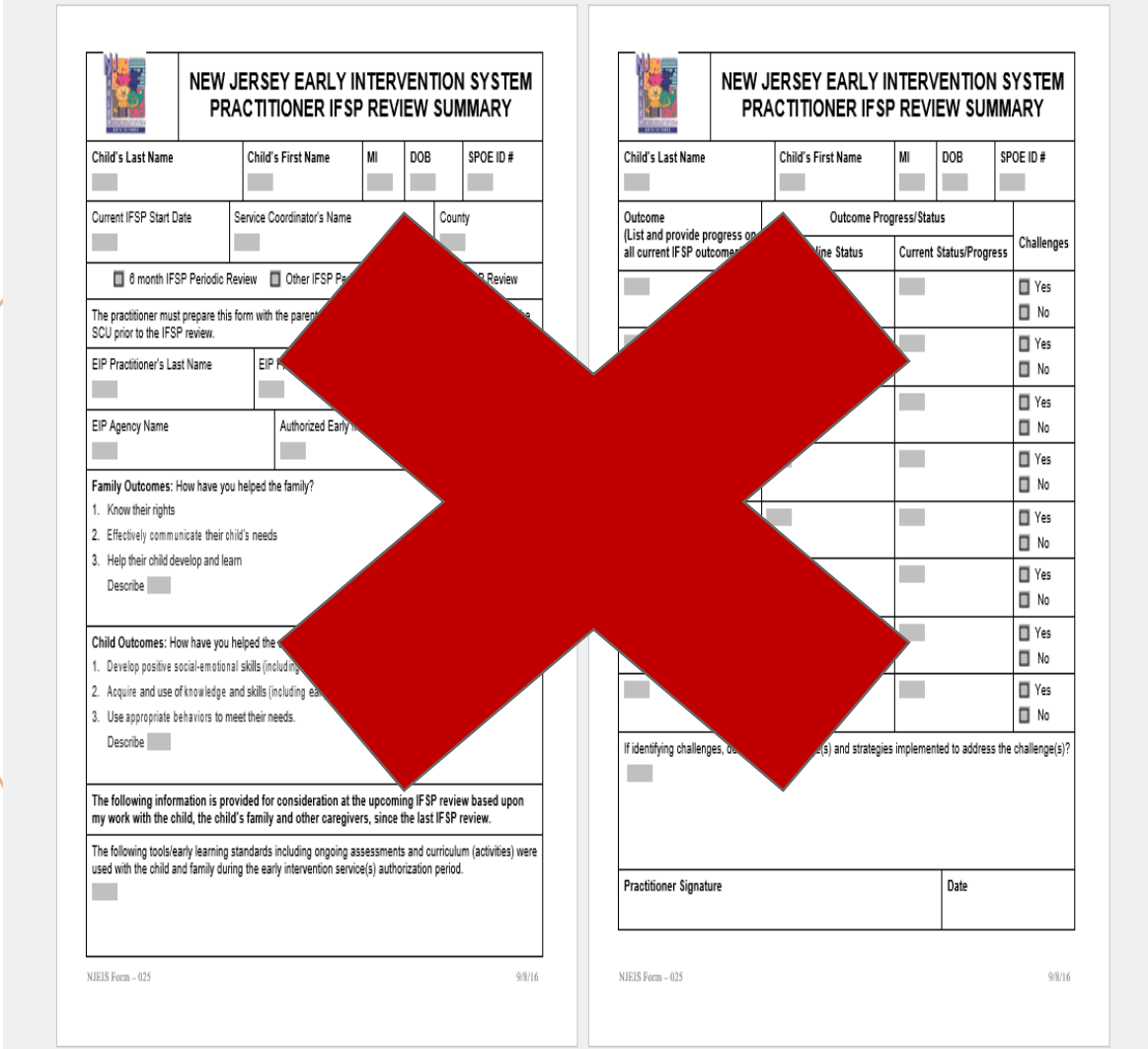


**FORM 13:
PROGRESS REVIEW
SUMMARY**

EIMS

We are excited to present to you a new feature in EIMS:

Form 13 (formerly Form 25)



**NEW JERSEY EARLY INTERVENTION SYSTEM
PRACTITIONER IFSP REVIEW SUMMARY**

Child's Last Name: [] Child's First Name: [] MI: [] DOB: [] SPOE ID #: []

Current IFSP Start Date: [] Service Coordinator's Name: [] County: []

6 month IFSP Periodic Review Other IFSP Periodic Review

The practitioner must prepare this form with the parent(s) and the SCU prior to the IFSP review.

EIP Practitioner's Last Name: [] EIP Practitioner's First Name: []

EIP Agency Name: [] Authorized Early Intervention Service: []

Family Outcomes: How have you helped the family?

1. Know their rights [] Yes [] No
2. Effectively communicate their child's needs [] Yes [] No
3. Help their child develop and learn [] Yes [] No

Describe: []

Child Outcomes: How have you helped the child?

1. Develop positive social-emotional skills (including self-regulation) [] Yes [] No
2. Acquire and use of knowledge and skills (including early academic skills) [] Yes [] No
3. Use appropriate behaviors to meet their needs. [] Yes [] No

Describe: []

The following information is provided for consideration at the upcoming IFSP review based upon my work with the child, the child's family and other caregivers, since the last IFSP review.

The following tools/early learning standards including ongoing assessments and curriculum (activities) were used with the child and family during the early intervention service(s) authorization period.

[]

**NEW JERSEY EARLY INTERVENTION SYSTEM
PRACTITIONER IFSP REVIEW SUMMARY**

Child's Last Name: [] Child's First Name: [] MI: [] DOB: [] SPOE ID #: []

Outcome (List and provide progress on all current IFSP outcomes): [] Outcome Progress/Status: [] Challenges: []

[] Yes [] No

[] Yes [] No

[] Yes [] No

[] Yes [] No

[] Yes [] No

[] Yes [] No

[] Yes [] No

If identifying challenges, describe challenge(s) and strategies implemented to address the challenge(s)?

[]

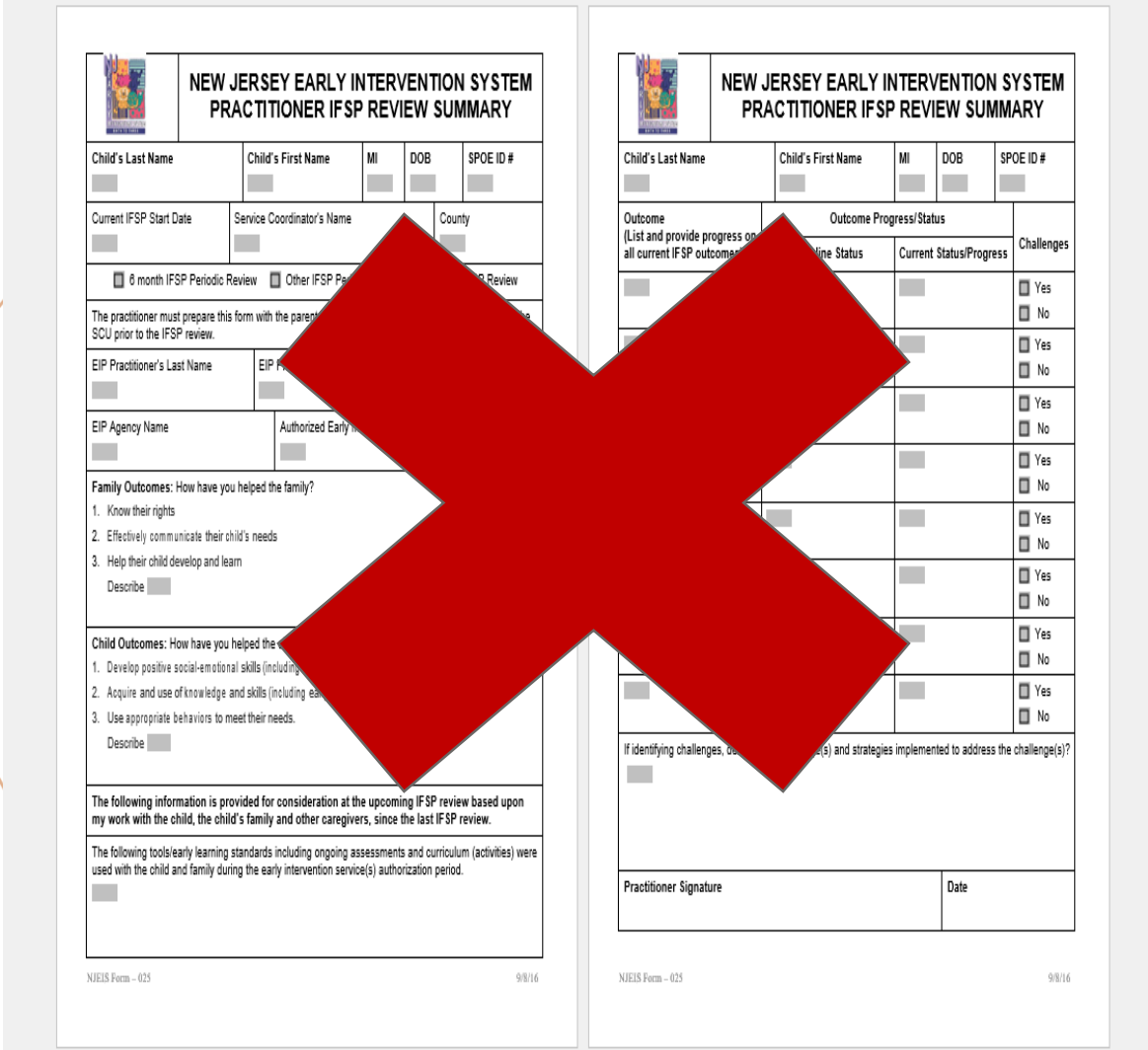
Practitioner Signature: [] Date: []

NIEIS Form - 025 9/8/16

EIMS

Form 13 (formerly Form 25)

Go live date: **4/25/24**



**NEW JERSEY EARLY INTERVENTION SYSTEM
PRACTITIONER IFSP REVIEW SUMMARY**

Child's Last Name	Child's First Name	MI	DOB	SPOE ID #
Current IFSP Start Date	Service Coordinator's Name	County		
<input type="checkbox"/> 6 month IFSP Periodic Review <input type="checkbox"/> Other IFSP Periodic Review <input type="checkbox"/> IFSP Review				
The practitioner must prepare this form with the parent and the Service Coordinator (SCU) prior to the IFSP review.				
EIP Practitioner's Last Name	EIP Practitioner's First Name			
EIP Agency Name	Authorized Early Intervention Service Provider			
Family Outcomes: How have you helped the family?				
1. Know their rights				
				<input type="checkbox"/> Yes <input type="checkbox"/> No
2. Effectively communicate their child's needs				
				<input type="checkbox"/> Yes <input type="checkbox"/> No
3. Help their child develop and learn				
Describe				
				<input type="checkbox"/> Yes <input type="checkbox"/> No
Child Outcomes: How have you helped the child?				
1. Develop positive social-emotional skills (including self-regulation)				
				<input type="checkbox"/> Yes <input type="checkbox"/> No
2. Acquire and use of knowledge and skills (including early learning skills)				
				<input type="checkbox"/> Yes <input type="checkbox"/> No
3. Use appropriate behaviors to meet their needs.				
Describe				
				<input type="checkbox"/> Yes <input type="checkbox"/> No
The following information is provided for consideration at the upcoming IFSP review based upon my work with the child, the child's family and other caregivers, since the last IFSP review.				
The following tools/early learning standards including ongoing assessments and curriculum (activities) were used with the child and family during the early intervention service(s) authorization period.				
Practitioner Signature				Date

NIEIS Form - 025 9/8/16

ADVANTAGES TO THE EIMS FORM 13

Log directly into EIMS

Enter your progress review summary notes

No paper, scanning or emailing

Easily submitted during the open review period

STEP 1

The ongoing service coordinator will open the review period so that you can enter your progress review summary notes into the child record.

STEP 2

You will receive an email notification from the ongoing service coordinator that the review period is open along with a deadline for your submission. You will typically have one month to complete the **FORM 13** in EIMS.

STEP 3

Notify your Regional Administrator that you completed the **FORM 13 and saved as draft**. The Regional Administrator will review your documentation.

STEP 4

Finalize your notes as part of the child record.

GENERAL STEPS

NJEIS POLICY 19

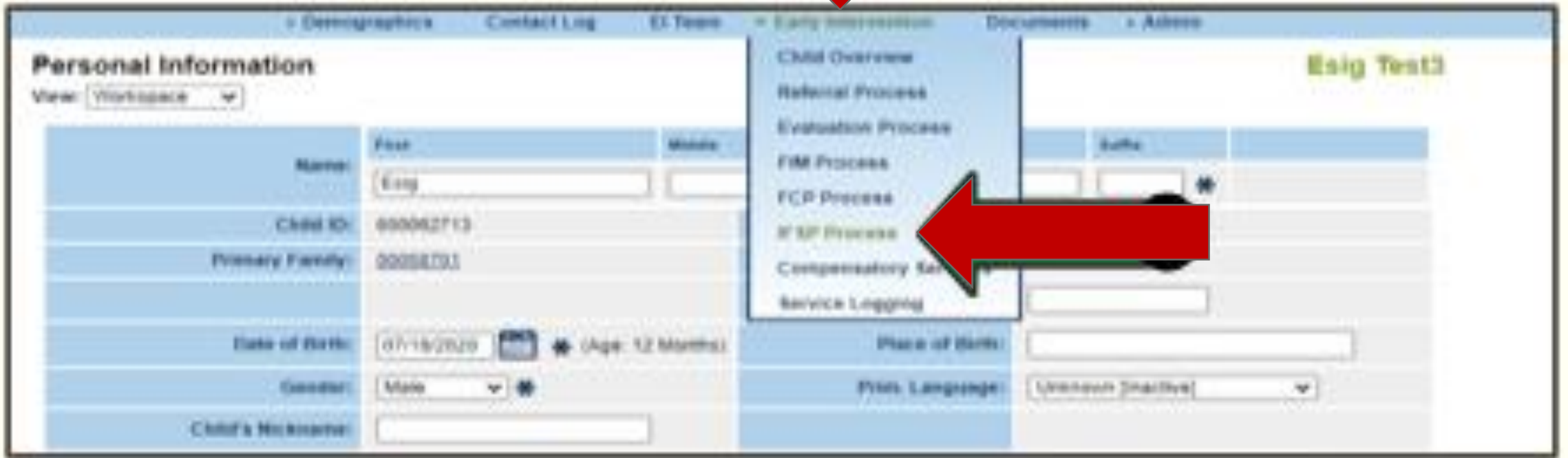
PLEASE REVIEW:

[HTTPS://WWW.NJ.GOV/HEALTH/FHS/EIS/DOCUMENTS/POLICIES/NJEIS-19.PDF](https://www.nj.gov/health/fhs/eis/documents/policies/njeis-19.pdf)

DOH STATES THAT PER POLICY 19, EACH PRACTITIONER PROVIDING SERVICES TO THE CHILD/FAMILY IS **REQUIRED** TO COMPLETE A PROGRESS REVIEW SUMMARY.



HOW TO ENTER PROGRESS REVIEW SUMMARY NOTES INTO EIMS

A screenshot of the EIMS software interface. The top navigation bar includes tabs for "Demographics", "Contact Log", "EI Tests", "Early Intervention", "Documents", and "Address". The "Early Intervention" tab is active, displaying a dropdown menu with options: "Child Overview", "Referral Process", "Evaluation Process", "IFM Process", "IFSP Process", "Compensatory Services", and "Service Logging". A red arrow points to the "IFSP Process" option. The main content area is titled "Personal Information" and contains a form with fields for Name (Esig), Child ID (600042713), Primary Family (00058701), Date of Birth (07/18/2020), Gender (Male), and Child's Nickname. A "View: Workspace" dropdown is located at the top left of the form. The right side of the interface shows a "Esig Test3" section with a table and a "Place of Birth" dropdown.

1- Log into EIMS account (no changes).

2- Look up the child on your caseload.

3- Go to the **Early Intervention Tab** and select **IFSP Process**.

IFSP Process

Esig Test3 - 1 Year 1 Month (✓)

Meeting Purpose and Demographic Information ✓

IFSP Extension ✓


Progress Review Summary ✓

OSC Initiate Progress Review ✓

4- Select the **PROGRESS REVIEW SUMMARY** Bubble in the child's record.



- Service Coordination
- Team Meetings
- Assessment
- Occupational Therapy
- Occupational Therapy
- Physical Therapy
- Physical Therapy


 For Each Outcome you are reviewing, please indicate the outcome and provide progress report. Saving will store the information you have entered. Finalizing will make the text read-only and be considered complete for the periodic or annual review.

- Stephanie [REDACTED]
- Robe [REDACTED]
- [REDACTED]
- Patric [REDACTED]
- Juan [REDACTED]
- Hecto [REDACTED]
- [REDACTED]

5- Review the IFSP Outcomes on the top portion of the page.

[-] Occupational Therapy

Outcome	Narrative
Matthew will be able to crawl on hands and knees independently across the room to reach for toys and sit without loss of balance.	He is able to sit but falls backwards if losing balance and is able to army crawl across the room.
Matthew will bring both hands to mid line to clap hands, bang objects together, and stack 2 blocks in order to increase eye hand coordination needed for self-help independence.	Matthew is not clapping, banging objects together or stacking blocks and pulls away from hand over hand instruction.



[-] Physical Therapy

Outcome	Narrative
Matthew will be able to crawl on hands and knees independently across the room to reach for toys and sit without loss of balance.	He is able to sit but falls backwards if losing balance and is able to army crawl across the room.
Matthew will bring both hands to mid line to clap hands, bang objects together, and stack 2 blocks in order to increase eye hand coordination needed for self-help independence.	Matthew is not clapping, banging objects together or stacking blocks and pulls away from hand over hand instruction.

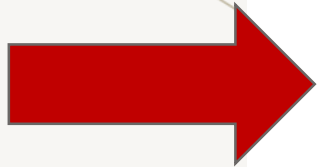
5- Continued: Review each of the IFSP Outcomes by selecting the “+” sign to expand the child outcomes.

- Service Coordination
- Team Meetings
- Assessment
- Occupational Therapy
- Occupational Therapy
- Physical Therapy
- Physical Therapy



For Each Outcome you are reviewing, please indicate the outcome and provide progress report. Saving will store the information you have entered. Finalizing will make the text read-only and be considered complete for the periodic or annual review.

- Stephanie [REDACTED]
- Robe [REDACTED]
- [REDACTED]
- Patric [REDACTED]
- Juan [REDACTED]
- Hecto [REDACTED]
- [REDACTED]

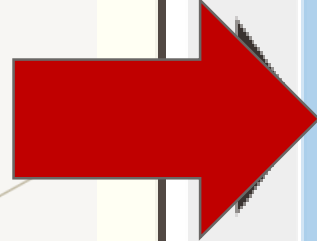


6- Click on the “+” sign next to your name to open up the progress review summary fields.

☰ Stephanie [redacted]

Outcome Reviewed	<p>☰ say at least 20 understandable words to communicate for a variety of purposes (requests, label, comment, protest and respond to questions) during a variety of routines such as dressing, snacks, and play.</p> <p>☰ abc ✓</p>	Progress Report	<p>☰ ...cal and is ... to objects</p> <p>he wants and uses some hand gestures to songs. He can follow simple routine directions. SA 8/12/21</p>	Marked complete	No
------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------	-------------------------------------------------------------------------------------------------------------------------------------------------	-----------------	----

Add Row



7- Copy and Paste the Child Outcomes (from the top of the page) from the current IFSP into the first window **OUTCOME REVIEWED** field .

phanie [REDACTED]











Outcome Reviewed	<p>[REDACTED] say at least 20 understandable words to communicate for a variety of purposes (request, comment, protest, questions) during routines such as dressing, snacks, and play.</p> <p>[REDACTED]</p> <p>abc ✓</p>	Progress Report	<p>[REDACTED] cal and is [REDACTED] to objects</p> <p>he wants and uses some hand gestures to songs. He can follow simple routine directions. SA 8/12/21</p>	Marked complete	No
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8- Enter your progress review summary notes into the **PROGRESS REPORT** field: **REVIEW SUNNY DAYS FORM 13 EXPECTATION & GUIDELINES.**

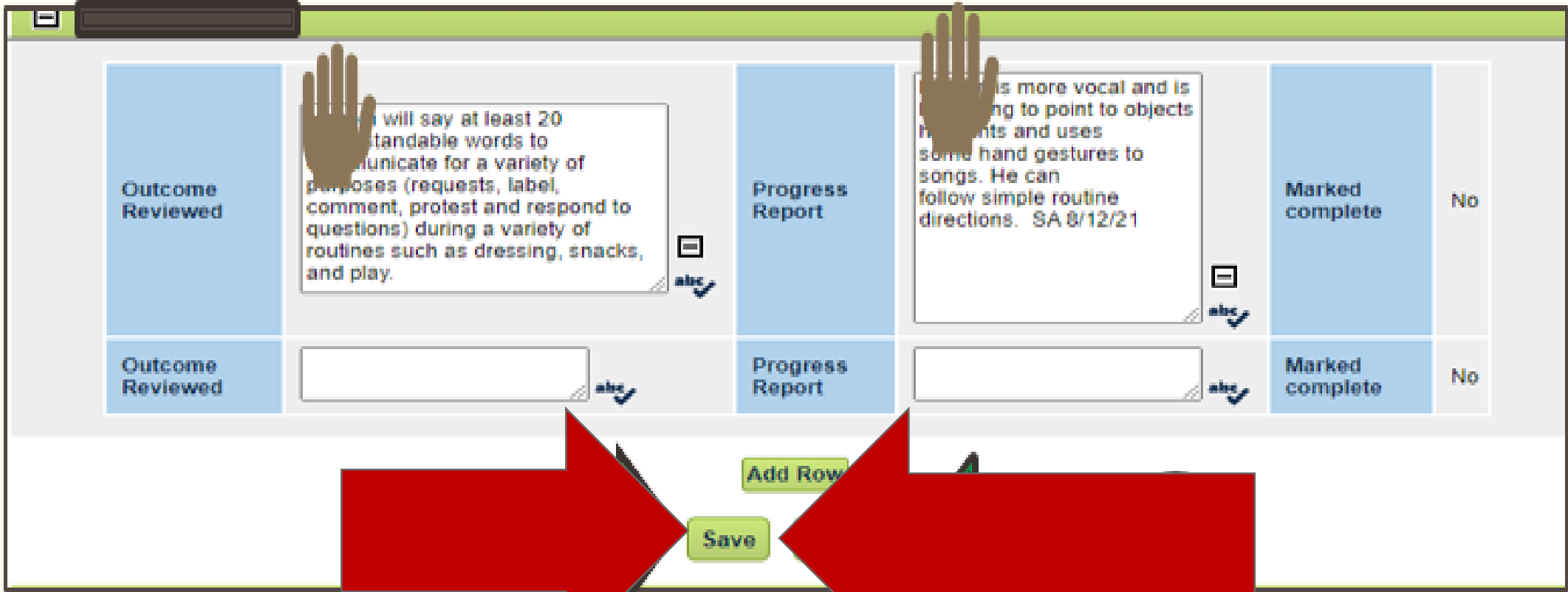
9- At the end of your summary, enter your **full name** as it appears in EIMS along with your credentials and the **date completed.**

Stephan

Outcome Reviewed	 <p>will say at least 20 understandable words to communicate for a variety of purposes (requests, label, comment, protest and respond to questions) during a variety of routines such as dressing, snacks, and play.</p>  	Progress Report	 <p>is more vocal and is willing to point to objects. He wants and uses some hand gestures to songs. He can follow simple routine directions. SA 8/12/21</p>  	Marked complete	No
Outcome Reviewed	<input type="text"/>  	Progress Report	<input type="text"/>  	Marked complete	No

 [Add Row](#)

10- **ADD ROW** for **EACH** child outcome on the current IFSP and document the progress for each outcome.

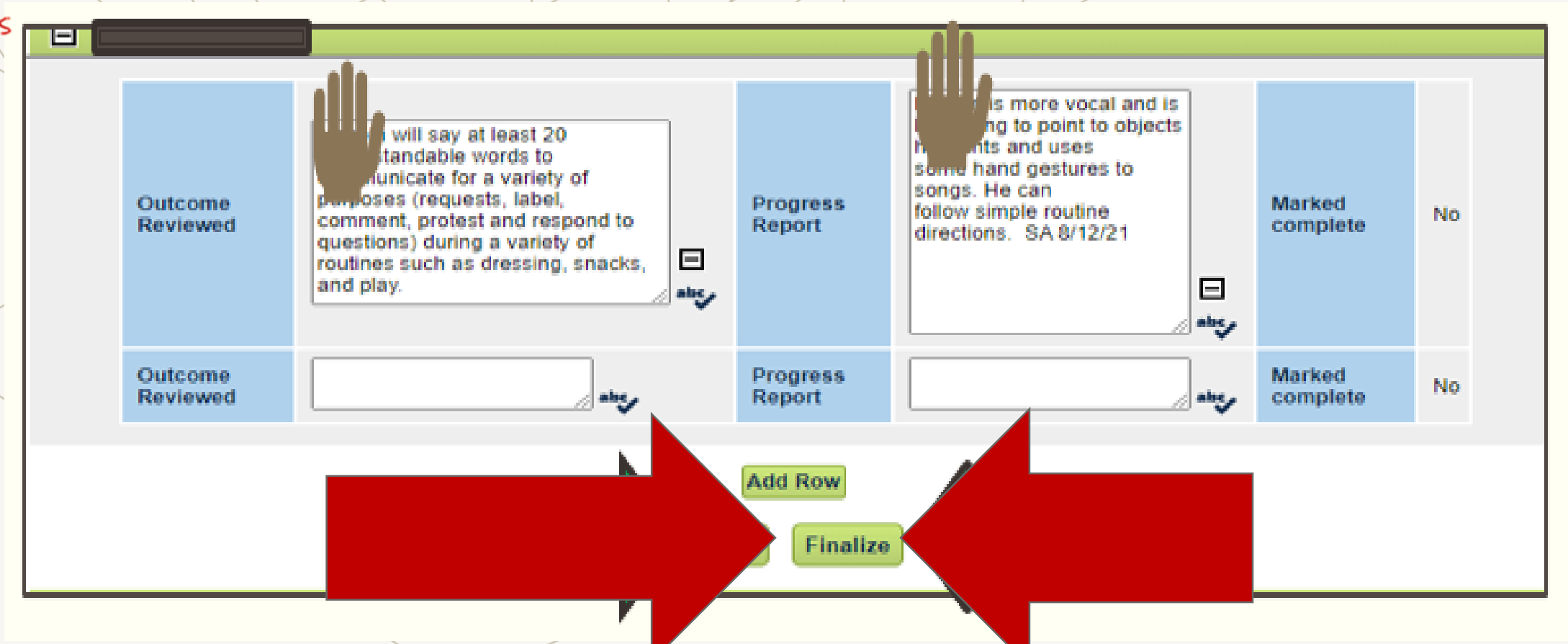


Outcome Reviewed	Progress Report	Marked complete	
He will say at least 20 understandable words to communicate for a variety of purposes (requests, label, comment, protest and respond to questions) during a variety of routines such as dressing, snacks, and play.	He is more vocal and is beginning to point to objects he wants and uses some hand gestures to songs. He can follow simple routine directions. SA 8/12/21	No	No
			No

Buttons: Add Row, Save, Cancel

11- **SAVE** your notes at any point in the process to save **in draft**.

12-Contact Regional Administrator to review the Progress Review Summary **in draft**.



Outcome Reviewed	Progress Report	Marked complete	
	... will say at least 20 understandable words to communicate for a variety of purposes (requests, label, comment, protest and respond to questions) during a variety of routines such as dressing, snacks, and play.	... is more vocal and is beginning to point to objects he wants and uses some hand gestures to songs. He can follow simple routine directions. SA 8/12/21	No
			No

Buttons: Add Row, Finalize

13- After the Regional Administrator reviews the Progress Review Summary note, you will need to **FINALIZE.**

Stephan [Redacted]					
Outcome Reviewed	 will say at least 20 understandable words to communicate for a variety of purposes (requests, label, comment, protest and respond to questions) during a variety of routines such as dressing, snacks, and play.	Progress Report	 is more vocal and is beginning to point to objects he wants and uses some hand gestures to songs. He can follow simple routine directions. SA 8/12/21	Marked complete	Yes
Outcome Reviewed		Progress Report		Marked complete	Yes

13- After you **finalize** your notes, the outcome will be **MARKED COMPLETE**.

NOTE: your notes will not be editable once finalized!

SUNNY DAYS REGIONAL ADMINISTRATOR GENERAL SUPERVISION PLAN

CONTACT (EMAIL) YOUR REGIONAL ADMINISTRATOR THAT YOUR PROGRESS REVIEW SUMMARY IS SAVED IN DRAFT.

AFTER REGIONAL ADMINISTRATOR REVIEWS YOUR NOTE, FINALIZE YOUR PROGRESS REVIEW SUMMARY IN EIMS.

ONGOING SERVICE COORDINATOR

The Ongoing Service Coordinator will contact you with the IFSP meeting dates to review the progress review summaries with the EI team (no change).



An abstract graphic consisting of several overlapping, irregular polygons in a light beige color, creating a complex, layered geometric pattern on the left side of the page.

FORM 13 EXPECTATION AND GUIDELINES

NJEIS POLICY 19

PLEASE REVIEW:

[HTTPS://WWW.NJ.GOV/HEALTH/FHS/EIS/DOCUMENTS/POLICIES/NJEIS-19.PDF](https://www.nj.gov/health/fhs/eis/documents/policies/njeis-19.pdf)

DOH STATES THAT PER POLICY 19, EACH PRACTITIONER PROVIDING SERVICES TO THE CHILD/FAMILY IS **REQUIRED** TO COMPLETE A PROGRESS REVIEW SUMMARY.

Disclaimer: Now that your Progress Review Summary notes are entered into EIMS, DOH will know who enters notes and who has not.

FORM 13 GUIDELINES

Type up the details of your Form 13 into a Word Document.

Can choose to write up as a single narrative or break it up into sections

Complete a grammar and spell check

Review that all pertinent information is included

Save document on your device

Copy and paste into the Form 13 summary field in EIMS

By saving the notes to your device, you can easily retrieve the notes if it is inadvertently deleted while SAVED IN DRAFT.

FORM 13 GUIDELINES

Question: What details should you include?

Short Answer: All details that are pertinent to the child's development.

FORM 13 GUIDELINES

Summary of Information Sources:

- Parent/Caregiver concerns and priorities
- Session notes
- Practitioner ongoing assessment testing tool (NJ Early Learning Standards, developmental testing tools, curriculum-based assessments)...measuring stick.
- Early Intervention testing: BDI/assessments
- Observation of family routines (challenges within routines)
- Outside documentation/reports (medical, daycare, outpatient)

FORM 13 GUIDELINES

Notes to include:

- Start with the achievements and gains that child and family have made since the previous IFSP and how it has positively impacted family routines and personal interactions.
- List the Early Intervention strategies that work well for the child and family.
- Document ongoing assessment testing to approximate the developmental age of the child.
- Identify if the child's outcome is achieved or not.
- **If not:**
 - Identify the challenges (atypical behaviors, missing milestones) contributing to the disruptions in family routines. Include specific examples and details.
 - Linking the absent developmental milestones with the parental/caregiver priorities and concerns creating challenges in the family's routines.
 - If needed, document the justification for additional domain assessments (gross motor assessment, fine motor assessment, communication assessment, personal/emotional assessment) using observations and ongoing assessment testing.
- Full Name (as it appears in EIMS), credentials and date completed.

A decorative graphic in the top-left corner consisting of several thin, light-brown lines that intersect to form various geometric shapes, including triangles and polygons, creating a modern, abstract design.

ASSESSMENT REQUESTS

Contact your Ongoing Service Coordinator (OSC) and Regional Administrator(RA) that you are requesting an assessment prior to the end of the IFSP period.

Discuss the justification that is leading you towards an assessment request.

OSC should open up the Progress Review Summary to enter your notes is request is justified.

FORM 13 GUIDELINES

DO NOT:

Do not use discipline specific language when requesting assessments. Use domain assessments: communication assessment, fine motor assessment, personal/emotional assessment, etc.

Assessments are used to gain additional developmental information for the upcoming IFSP. It does not equate to that service being included on the next IFSP.


Do not document service recommendations within your FORM 13.

Service recommendations are an EI team discussion at IFSP to determine the child outcomes and best practitioner(s) to meet the needs of the child and family.

Do not use professional jargon. Summarize progress review summary notes in a family friendly manner.

FORM 13 GUIDELINES

EXAMPLE PROGRESS SUMMARY FORM 13

 **SUNNY DAYS**

FORM 13

Child: Jan ~~12/14~~ (24 months)

Child Outcome: Jan will use words for social greetings for familiar people as well as use the word 'no' for undesired items.

Start with the Positive: Jan is an energetic child consistently greeting familiar people with a smile and waving hello and goodbye. The family reported he will give a hug to his daycare teacher each morning at drop off. He socially engages with his family and older siblings by vocalizing (vowel sounds) to get their attention and to guide them to a desired item. He inconsistently will imitate 'hi' and 'is for bye'. Family consistently carries over social greetings with newer people as well as a picture board to indicate desired items easily.

Positive Strategies: Jan is particularly receptive throughout the sessions when he knows he will be playing with a desired puzzle at the end of the session. He also does well with motor activities every 5 minutes or so in between sit-down attentive play.

Outcome Achieve or not: Even though Jan has made gains, the outcome is in progress because he is inconsistently using words for social greetings.

IF NOT: Although Jan is socially engaging with familiar people (parents, grandmother, daycare teacher), he struggles to engage with unfamiliar people. He is observed to hide preferably next to mom or away from the unfamiliar person. He typically cries and throws items at the unfamiliar person. Parent reported that this is challenging especially since being enrolled in the town library's story time and playdates. She also reports she is isolating her and her family from these community activities because she does want Jan to hurt another child.

Measuring stick: ~~EQI~~ was administered as an ongoing assessment since the last ~~EQI~~. Jan is reported to be an approximate development age of 18 months in the social/emotional and communication domains.

Linking development with challenging behavior/routine: Currently, Jan says 5 words (mama, dada, mm for milk, ~~eye~~ for water and ca for car). He primarily uses gestures for communication such as pointing with vocalizations, guiding parent, waving hello and bye, arms up to be picked up. He also uses throwing items when expressing 'no' and tantrums several times a day for longer than 30 minutes when needs are not being met.

Domain (NOT A DISCIPLINE SPECIFIC) assessment: Requesting a communication assessment to provide additional information in the communication domain due to limited progression in his communication skills as well as increase frequency in challenging behaviors of throwing items and ~~tantrums~~.

Carmela Hanna, FT, QCT 3/21/24


SUNNY DAYS 2024



EIMS DEMONSTRATION



REVIEW, SIGN AND RETURN THE FORM 13 ACKNOWLEDGEMENT FORM



Form13 Acknowledgement Form

I have reviewed the below documents in ~~NJIS~~ Compliance:

- ~~NJIS~~ Policy 19:
[HTTPS://WWW.NJ.GOV/HEALTH/FHS/EIS/DOCUMENTS/POLICIES/NJIS-19.PDF](https://www.nj.gov/health/fhs/eis/documents/policies/njis-19.pdf)
 - Each practitioner providing services to the child/family is **required** to complete a Progress Review Summary (Form 13) for every ~~FSR~~ meeting.
- ~~EMS~~ Form 13 Sunny Days Instructional Guide PowerPoint.
- Sunny Days Form 13 Expectations and Guidelines.
- Sunny Days is offering live demonstration **Let's Chat Form 13** trainings. Visit sunnydays.com for dates and times.
- DOH ~~NJIS~~ resources located on the DOH ~~NJIS~~ Learning Management System
 - It is **mandatory and required** to register for the DOH ~~NJIS~~ Learning Management System.
 - For an invitation or issues, contact: NJIS-CSPDSupport@DOH.nj.gov

Return signed form by 4/15/24 to Form13@sunnydays.com

Practitioner Name (print clearly)	Signature	Date

SUNNY DAYS 2024

**Return as a PDF by 4/14/24:
form13@sunnydays.com**



SUPPORT

The training team at Sunny Days will be providing
“Live Demonstration” of this new EIMS feature:

Please register for a Let’s Chat Meeting:

Date/Time: 3/21/24 4pm

Registration Link <https://attendee.gototraining.com/r/4024902389301001986>

Date/Time: 3/25/24 5pm

Registration Link <https://attendee.gototraining.com/r/6805192362498426882>

Date/Time: 3/26/24 8:30am

Registration Link <https://attendee.gototraining.com/r/2367529347938112003>

Date/Time: 4/4/24 6pm

Registration Link: <https://attendee.gototraining.com/r/5335852302138519298>

Date/Time: 4/10/24 7pm

Registration Link: <https://attendee.gototraining.com/r/5893572978241218050>

Date/Time: 4/16/24 8:30am

Registration Link: <https://attendee.gototraining.com/r/8414474964310927107>

Please visit sunnydays.com for more dates and times.





FOR ADDITIONAL QUESTIONS

Email the Sunny Days Training Team @

form13@sunnydays.com