Steps in the FIT Program

Child Identification
Your provider will obtain a referral for your child to the FIT Program, which is a Medicaid-funded program for early intervention services for infants and toddlers with delays or at risk for delays in their development.

Referrals
A referral may be initiated by anyone who believes a child may qualify for early intervention services. Referrals can be made by healthcare providers, parents, family members, caregivers, teachers, or any other concerned individual.

Early intervention services begin following a determination of eligibility. The FIT Program promotes family-centered, culturally-appropriate, and evidence-based services with the goal of improving developmental outcomes for infants and toddlers with or at risk for developmental delays.

Eligibility Determination
In order to be eligible for FIT services, a child must be permanently resident in New Mexico, and must be three years of age or younger. The county of residence determines eligibility for services.

Individualized Family Service Plan (IFSP)
An IFSP is developed for each eligible child, and must be individualized to meet the specific needs of the child and family. The IFSP includes goals and services to support the child's development.

Ongoing Transdisciplinary Team (TT) Meetings
A transdisciplinary team is assembled around the individual family to develop and implement the IFSP. The team includes professionals from various disciplines, such as speech-language pathology, occupational therapy, and physical therapy.

Eligible outcomes focus on skills and abilities children use to be successful in everyday environments, such as the home of other community settings.

Transitions
Providers are required to document transition plans for children who are at least 3 years old, and who are moving from FIT to other services. These plans include a smooth transition where possible and family-friendly transitions to other service settings.

How to Find a FIT Program in the family’s community:
The following is a list of early intervention programs in New Mexico under the FIT Program. The county(ies) served by the provider agency generally includes any parishes or reservation within that county.

FIT Provider List

Early intervention services in the settings where they typically live, learn, and play, in order to ensure that the infant/toddler becomes a part of their own family, their community, and their culture.

Gallup • McKinley • (505) 722-5081
Crown Point • McKinley • (505) 786-2399
Growing in Beauty • Bernalillo, Sandoval, Valencia • (505) 867-3396
Las Cumbres Community Services • Bernalillo, Sandoval, Torrance, Valencia • (505) 877-7060
PB&J Family Services, Inc. • Bernalillo, Sandoval, Valencia • (505) 877-8754
New Life Quest, Inc. • Las Vegas, Santa Fe • (505) 989-1885
PBK Family Services, Inc. • Bernalillo, Sandoval, Valencia • (505) 722-6742

MECA • Curry, DeBaca, Quay, Roosevelt • (505) 345-6289
Native American Professional Parent Services • Bernalillo, Cibola, Colfax, Harding, Mora, San Miguel, Union • (505) 255-5501

MECA Roswell • Chaves • (575) 623-2615
NM School for the Blind & Visually Impaired • Bernalillo, Cibola, Socorro • (575) 835-8367

Presbyterian Ear Institute • Bernalillo, Cibola, Colfax, Harding, Mora, San Miguel, Union • (505) 255-5501
Presbyterian Medical Services Children's Early Childhood Program • Bernalillo, Cibola, Colfax, Harding, Mora, San Miguel, Union • (505) 255-5501

Life Quest, Inc. • Las Vegas, Santa Fe • (505) 989-1885
PB&J Family Services, Inc. • Bernalillo, Sandoval, Valencia • (505) 722-6742
MECA Roswell • Chaves • (575) 623-2615
NM School for the Blind & Visually Impaired • Bernalillo, Cibola, Socorro • (575) 835-8367

Funds, Individuals with Disabilities Education Act (IDEA) grant and private health insurance. Services are provided at no cost to families, using a combination of Medicaid, State General Fund, Individuals with Disabilities Education Act (IDEA) grant and private health insurance.

The FIT Program provides early intervention services in natural environments, such as the home or other community settings (i.e., infant/toddler early learning centers, Head Start, child care programs, other community settings). The transition plan team meets regularly to consult with each other and may conduct co-visit visits to develop strategies to meet the child’s developmental needs.

Vision & Beliefs
All infants and toddlers with or at risk for developmental delays, and their families, receive quality early intervention services that are accessible to all groups and communities throughout New Mexico; respectful of individual family choices, priorities and cultural diversity; and family-centered, by working in partnership with families within their everyday routines, activities and places.
Early Intervention Really Works!
According to the U.S. Department of Education, after nearly 50 years of research there is both quantitative and qualitative evidence indicating that early intervention increases the developmental and educational gains for children and families. The following are the major findings:

- Studies and literature reviews report that the earlier the intervention, the more effective it is.
- Some children are able to participate alongside classmates in general education settings after intervention.
- In some cases being indistinguishable from classmates without special needs years after intervention.
- Needing fewer special education and other habilitative services later in life; shown to result in the child:
- Having greater independence in daily life.
- Having increased social skills.
- Having vocabulary that was at her age level. This happened. She now runs, climbs, jumps, and throws and catches a ball. — Kayla’s mother
- Having less difficulty with speech. — Native American Parent
- Having much more positive way. He also receives speech. — Andrea’s Story...
- Having speech much as she had many difficulties with speech. — Milagros’ father
- Having her development. It gives us such hope that receiving makes a significant difference in her development. It gives us such hope that

Kayla’s Story...
Kayla was born at 27 weeks gestation. She had trouble breathing and eating while in the NICU and my husband and I were concerned for her development due to her prematurity.

Our relationship with the FIT program was great and very informative. When needed information, I would ask our developmental specialist who would explain what I needed to know or look up the information for me.

We were concerned with her speech and language development and wanted to hear her speak more clearly and have vocabulary that was at the age level. This happened. She now runs, climbs, jumps, and throws and catches a ball! — Kayla’s mother

Key Principles in Providing Early Intervention Services:
1. Infants and toddlers learn best through everyday experiences and interactions with familiar people and familiar places.
2. All families, with the necessary supports and resources, can enhance their children’s learning and development.
3. The primary role of the service provider in early intervention is to work with and support the family members and caregivers in their child’s life.
4. The early intervention process, from initial contacts through transition, must be dynamic and individualized to reflect the child’s and family members’ preferences, learning styles and cultural beliefs.
5. IFSP outcomes must be functional and based on children’s families’ needs and priorities.
6. The family’s priorities, needs and interests are addressed most appropriately by a primary provider who represents and receives team and community support.
7. Interventions with young children and family members must be based on explicit principles, validated practices, best available research and relevant laws and regulations.
8. Support in development and learning must be individualized to reflect the child’s and family members’ preferences, learning styles and cultural beliefs.
9. Developmental delays are best achieved through the use of reflective practices.

Who is eligible for the FIT Program?
Children must be under the age of three and a resident of New Mexico to be eligible for the FIT Program.

It is not necessary to determine a diagnosis or a delay prior to referral. Simply the fact that you are concerned about the child’s development is enough to generate a referral.

Upon referral, the FIT Program will conduct a comprehensive multidisciplinary development evaluation to determine the child’s eligibility based on one or more of the following criteria:

Developmental Delay — The child has a delay in development of more than 25% in one or more areas including motor, language, cognitive, social–emotional, adaptive or self–sufficient.

Medical/Biological Risk — The child has a diagnosed medical condition (such asDown’s syndrome, hearing or vision loss, or meningomyelocele) that has a high probability of resulting in a developmental delay.

Environmental Risk — The child lives in an environment that poses a substantial threat to development, including chronic abuse or neglect, alcohol, drug, child or neglect, domestic violence or psychological dysfunction or a criminal environment.

Established Medical Condition — The child has a diagnosed medical condition (such asDown’s syndrome, hearing or vision loss, or meningomyelocele) that has a high probability of resulting in a developmental delay.

Infants and toddlers learn best through everyday experiences and interactions with familiar people and familiar places.

Andrea’s Story...
My son is currently receiving services from the FIT Program. Had my daughter not received these services she would not have been able to survive in the world today. She is very shy and did not speak much before she started therapy. She now communicates with other people and speaks much more clearly.

— Andrea’s Story...

Milagros’ Story...
The early intervention that our child is receiving makes a significant difference in her life. Considering all that our child has been exposed to in the past we were concerned that our daughter will not be prepared for school and life. — Milagros’ father

Jason & Andrea’s Story...

99% of children enrolled in FIT improved in their use of appropriate social behaviors when they exited the program.

92% of families surveyed report that early intervention services helped their children make significant gains in their communication when they exited the program.

99% of children enrolled in FIT improved in their use of knowledge and skills (including early language and social-emotional) when they exited the program.

92% of families reported an increase in their use of knowledge and skills when they exited the program.

99% of children enrolled in FIT contributed to their acquisition and use of knowledge and skills (including social-emotional) when they exited the program.

99% of children enrolled in FIT improved in their academic and social-emotional skills (including social–emotional) when they exited the program.

Parents Reaching Out
These organizations provide parent training, support and resources for families.

E-mail • fit.program@state.nm.us
Fax • 1-866-829-8838
FIT Program • 1-877-696-1472
(Toll-Free in New Mexico)
Parents Reaching Out (Toll-Free) (888) 499-2070
(Toll-Free in New Mexico) (505) 247-0192
(800) 524-5176
(505) 767-6630

To find out more, visit our website at www.fitprogram.org

Contact Information
How you can contact us to make a referral, or to get more information about the program:

FIT Program • 1-877-696-1472
Fax • 1-866-829-8838
E-mail • fit.program@state.nm.us
To find out more, visit our website at www.fitprogram.org

FiT had improved in their positive social behaviors when they exited the program.

99% of children enrolled in FIT improved in their use of knowledge and skills (including social–emotional) when they exited the program.

92% of families surveyed report that early intervention services helped their children make significant gains in their communication when they exited the program.

99% of children enrolled in FIT improved in their use of appropriate social behaviors when they exited the program.

92% of families reported an increase in their use of knowledge and skills when they exited the program.

99% of children enrolled in FIT contributed to their acquisition and use of knowledge and skills (including early language and social-emotional) when they exited the program.

99% of children enrolled in FIT improved in their use of knowledge and skills (including early language and social-emotional) when they exited the program.

99% of children enrolled in FIT improved in their use of knowledge and skills (including early language and social–emotional) when they exited the program.

99% of children enrolled in FIT improved in their use of knowledge and skills (including early language and social-emotional) when they exited the program.