

## Supporting Teams Successful Transition to Collaborative Report Writing Using ECO Three Question Framework

As a member of your ECO team, use the following checklist to think about and/or reflect on the collaborative process and what are the individual strengths and needs of team members.

### **Does your facility...**

- have access to Early Childhood Outcomes (ECO) ratings form on your IEP menu?
- have a designated space to host collaborative team meetings, evaluations and reflections?
- provide the ECO decision tree to each of its staff?
- train staff on the use of the ECO decision tree and ratings to ensure fidelity among staff?
- set clear expectations regarding use of the ECO ratings, decision tree and paperwork procedures throughout the year?

### **Does your team...**

- have the support of administration and early childhood staff?
- have staff designated from each discipline to take part of the assessment team (i.e. speech/language pathologist, social worker, occupational therapist, physical therapist, educator, hearing/vision itinerant)? Is this staff consistent?
- have a designated facilitator/leader for the assessment process?
- feel comfortable with the team's composition—is it appropriate to fulfill the initial evaluations?
- feel comfortable with the staff chosen to take part in the process? Have a process to discuss concerns?
- feel comfortable assessing students in a variety of settings and situations (different rooms, homes, child care, etc.)?
- feel comfortable sharing information and honest perspectives on children development with one another?
- feel comfortable hearing and sharing live observations with a variety of individuals, including parents?
- have time to be able to:
  - pre-review files for assessment?
  - perform collaborative assessments?
  - collaboratively infoshare post-assessment?
  - collaboratively write goals?
  - write collaborative assessment reports?
  - host collaborative team staffings with families?
- have a consistent way to communicate about the scheduling process, pre-reviewing of files, assessment, infoshares, goal/creation and/or report writing?
- include parents as part of the collaborative team assessment process?
- provide opportunity to communicate with the parent about their child's skills and history?
- feel comfortable letting other team members observe or interact with children in relation to their own domain (practicing role release, using play facilitator)?
- host infoshares or discussions post-assessment that are guided and/or ordered by ECO sections (i.e. positive social relationships, acquire and use knowledge and skills, take action to meet own needs)?
- always have the opportunity to meet and report observations and contribute to the collective discussion regarding ECO ratings and eligibility?
- feel confident in the ECO ratings and their meanings?
- take ownership in the assessment process (demonstrate shared responsibility amongst all members)?
- create appropriate service recommendations and ECO ratings based on a child's strengths and needs in all cases?

### **Do parents...**

- have the opportunity to share their child's strengths and needs with the collaborative team? Before/during the evaluation?
- typically demonstrate their understanding of the assessment process, know and understand the collaborative report?
- feel like a member of the collaborative assessment team?