



INTEGRATING CHILD OUTCOMES MEASUREMENT WITH THE INDIVIDUALIZED EDUCATION PROGRAM (IEP) PROCESS: IMPLEMENTATION RATING SCALE

DRAFT JULY 27, 2010

Source:

This document was drafted in alignment with recommendations by the IFSP/IEP-Outcomes Integration Think Tank, sponsored by the National Early Childhood TA Center (NECTAC) and the Early Childhood Outcomes Center (ECO), March 15-16, 2010. Think Tank participants were Betsy Ayankoya, Debbie Cate, Siobhan Colgan, Suzanne Cotterman, Debra Hannigan, Sandi Harrington, Connie Hawkins, Kathy Hebbeler, Joicey Hurth, Lynne Kahn, Christina Kasprzak, Anne Lucas, Robin McWilliam, Lynda Pletcher, Sharon Ringwalt, Robin Rooney, Dathan Rush, Arlene Russell, M'Lisa Shelden, Donna Spiker, Karen Walker, Sharon Walsh, and Naomi Younggren.

Purpose:

We created the document as a way to feature opportunities for measuring outcomes that naturally occur in the IEP process from referral through evaluation and eligibility, IEP development, and ongoing intervention and progress monitoring. The outcomes measurement steps are based on use of the Child Outcomes Summary Form (COSF) but may have utility for all states.

How to use this document:

The document is organized by phase of the IEP process, as follows: (A) referral for preschool (619) services, (B) child evaluation, (C) eligibility determination, (D) the IEP meeting, and (E) ongoing intervention and progress monitoring. We outlined common practices related to each of these phases and highlight, in *italics*, opportunities for child outcomes measurement. Based on the use of the COSF process, we highlighted opportunities to gather information from multiple sources about the child's everyday functioning in the 3 global outcome areas required for federal reporting. The three global outcomes are: (1) positive social relationships, (2) acquisition and use of knowledge and skills, and (3) ability to get one's own needs met.

Please note that the document is not intended to be used as a checklist, as not all of the described practices and examples are applicable in every situation. Also, because its purpose is to highlight outcomes measurement, the document may not include all important practices and procedures that comprise the IEP process.

Select a rating on the 3-point rating scale (1=not implemented, 2=needs improvement, and 3=implemented) to reflect the extent to which your program is already integrating the outcomes and IEP processes. Ratings of 2 and 3 indicate where steps might be taken to integrate the two processes.

Next steps in development:

A core group of Think Tank Participants who work closely with IEP practices reviewed the current draft. The 2010 Outcomes Conference (July 30-31 in Arlington, VA) provides an opportunity to share the current draft with state administrators and other conference attendees. All feedback most welcome! Please send comments to Debbie Cate (Debbie.Cate@unc.edu) or Robin Rooney (Robin.Rooney@unc.edu).

A. Referral to the 619 Preschool Program¹

1. Determine family's initial concerns about their child

1. Not Implemented	2. Needs Improvement	3. Implemented
--------------------	----------------------	----------------

- Engage in a conversation with the family to identify their main concerns
 - What are the family's concerns about their child's development?
 - Have others expressed concern about the child? What are those concerns?
- *Discuss the child's ability to participate in the various contexts and routines that make up his everyday life including home, preschool or child care, and the community.*
 - *Encourage families to describe their child's typical day in the context of three global outcome areas², such as how he interacts with others, how he learns and solves problems, and how he gets his own needs met*
 - *Compare the child's functional skills and behaviors with those expected for other children his age*
- Document information needed to determine next steps
 - *Organize written information so that it corresponds with the 3 global outcome areas: social skills, learning, and getting needs met*

Highlighted resource: The document at this link -- http://www.fpg.unc.edu/~eco/assets/pdfs/COSF_discussion_prompts_4-4-07.pdf -- provides 'conversation starters that may be used with families to gather information about their child's everyday functioning in the 3 global outcome areas.

¹ Here and throughout this document, 'the 619 preschool program' refers to services for children with disabilities as outlined under Section 619 of the Individuals with Disabilities Education Act (IDEA).

² Here and throughout this document 'the 3 global outcomes' refers to those being measured for federal reporting purposes. For more information about the 3 global outcomes, please visit the Early Childhood Outcomes (ECO) Center web site at www.the-eco.center.org.

2. Determine next steps in the referral process

1. Not Implemented	2. Needs Improvement	3. Implemented
--------------------	----------------------	----------------

- With the family, determine whether there is a need for screening or formal referral for an evaluation (depending upon state and local policies and procedures for referral)
- *In making this determination, consider how the child's functional skills and behaviors compare with those expected for other children his age*

3. Facilitate smooth transitions for children and families who have participated in Part C services

1. Not Implemented	2. Needs Improvement	3. Implemented
--------------------	----------------------	----------------

- Gather and review information from the Part C program, such as the IFSP, as well as any assessment information which may include formal and informal observations and data, family report, and other caregiver input
- *If Part C is also using the COSF, and shares the COSF with the 619 preschool program, review exit COSF ratings and the documentation that supports those ratings*
- *Consider how information from Part C may be used to help determine the child's level of functioning at the time of entry to the 619 preschool program*

Highlighted state practice: At the transition planning conference, staff organize the discussion of the child's skills and behaviors around the 3 global outcomes, thereby anchoring the discussion in everyday life.

4. Describe the 619 preschool program as a system of services for helping eligible children develop, learn and successfully participate in home and community life

1. Not Implemented	2. Needs Improvement	3. Implemented
--------------------	----------------------	----------------

- Provide the general purpose of the 619 preschool program and its mandate, the Individuals with Disabilities Education Act (IDEA)
- Provide information about your state's criteria and procedures for determining whether children are eligible for the 619 preschool program
- Describe and discuss the process for determining IDEA eligibility
- *Explain the federal requirement for child outcomes measurement, including how:*

- *the 3 global outcomes reflect the overarching goal of preschool services³*
- *child-level data will be used in the aggregate to determine the effectiveness of 619 preschool programs*
- *data from the measurement of the 3 global outcomes will be used at the state and local level for program improvement purposes*
- Provide the family with appropriate written material, *including any brochures and guidance documents that explain child outcomes measurement and reporting*
- Following appropriate timelines and obtaining necessary consent, determine next steps with the family

Highlighted state practices: Examples of written materials, developed by state programs to explain outcomes measurement to families, are available at this link:
http://www.fpg.unc.edu/~eco/pages/states_parents.cfm

B. Child Evaluation

1. Plan the evaluation

1. Not Implemented	2. Needs Improvement	3. Implemented
--------------------	----------------------	----------------

- Discuss with the family their role on the evaluation team
 - Communicate the critical role of the family as experts on their child’s functioning in everyday routines
 - *Note that for measuring the 3 global outcomes the team will be particularly interested in everyday examples of the child’s ability to interact with others; to think, reason, and solve problems; and to take action to meet his or her own needs*
- As a team, identify the best sources of information for evaluating the child’s strengths, interests, abilities and needs; establishing eligibility; and determining educational needs
- In accordance with state and local policies, select multiple measures for determining eligibility, including formal assessment tools, observation in natural settings, and reports from families and other caregivers who know the child well
- *Select measures that will provide rich information about the child’s functioning in the three global outcome areas, across situations and settings that make up the child’s everyday life*

³ *The overarching goal of preschool services: ‘to enable young children to be active and successful participants during the early childhood years and in the future in a variety of settings – in their homes with their families, in child care, in preschool or school programs, and in the community’*

2. Conduct the evaluation

1. Not Implemented	2. Needs Improvement	3. Implemented
--------------------	----------------------	----------------

- Follow state and local policies for determining the child’s eligibility
- Evaluate the child’s strengths, interests, abilities, and needs using multiple sources of information, including formal assessment tools, observation in natural settings, and reports from families and other caregivers who know the child well
- As a team, organize and review assessment information and *discuss how the assessment data informs the team about the child’s functioning in the 3 global outcome areas*
- Identify where additional information might be needed to fully understand the child’s strengths, interests, abilities and needs; to establish eligibility; and to determine educational needs
- *Identify where additional information might be needed to fully understand the child’s level of functioning in the 3 global outcome areas*

C. Eligibility Determination

1. Collaboratively determine if the child is eligible for the 619 preschool program

1. Not Implemented	2. Needs Improvement	3. Implemented
--------------------	----------------------	----------------

- Discuss results of the evaluation across evaluation team members
- Compare findings from the evaluation with state eligibility criteria and determine whether the child is eligible for 619 preschool services
- *Discuss how the child is functioning in the 3 global outcome areas*
- *Discuss how the child’s skills and behaviors in the 3 global outcome areas compare with other children his age*
- Review and document the team decision about the child’s eligibility for services

2. If required by state or local policy to do so at this point in the IEP process, summarize the information on the COSF and determine a rating for each outcome area

1. Not Implemented	2. Needs Improvement	3. Implemented
--------------------	----------------------	----------------

- *Summarize all assessment information by describing how the child demonstrates skills, across situations and settings, in the 3 global outcomes: relating to others, using knowledge and skills, and taking actions to get his or her needs met*
- *For each of the 3 global outcomes, discuss the extent to which the child demonstrates skills and behaviors that are expected for the child's age*
- *Use clarifying language to describe the COSF rating system, rather than listing or focusing on the numbers on the 7-point rating scale*
- *Determine a 'concluding' or 'culminating' statement, corresponding to the COSF 7-point rating scale, that best describes the child's level of functioning for each of the 3 global outcomes (such as, for a rating of 5, 'Robin has many skills expected for his age, but also demonstrates skills slightly below what is expected for his age, in the area of social relationships.')*
- *Identify and record examples of the child's skills and behaviors that support the concluding/culminating statement for each of the 3 global outcomes*

D. The IEP Meeting

1. Review the purpose and process for the IEP meeting

1. Not Implemented	2. Needs Improvement	3. Implemented
--------------------	----------------------	----------------

- Establish a welcoming climate
- Introduce all team members and clarify the roles of meeting participants
- Encourage all team members to share observations and raise questions in order to develop a plan based on the strengths and needs of the child
- Avoid the use of jargon so that everyone at the meeting understands terms that are used
- *Explain how child outcomes measurement will be incorporated into the IEP*

2. Collaboratively develop the IEP

1. Not Implemented	2. Needs Improvement	3. Implemented
--------------------	----------------------	----------------

- Discuss the child’s strengths, family concerns, results of evaluation, pertinent health and other developmental information, as well as the child’s academic, developmental, and functional strengths and needs
- *Organize the conversation around the child’s functioning in typical routines as they relate to the 3 global outcome areas*
- Discuss and document the child’s present levels of development and functional performance
 - *Organize the present levels of development into three areas, one per global outcome, with parenthetical reference to the developmental domain*
- Discuss and document annual, measurable academic and functional goals for the child
 - Determine meaningful goals for the child that build on his or her current skills and behaviors and reflect the child’s anticipated achievement for the upcoming year
 - *Consider the child’s functioning in the context of everyday activities and routines, in the three global areas*
 - Identify goals that are positive and describe what the child will do or accomplish in ways that can be observed and measured
- Discuss how the child’s progress will be measured, including
 - Methods for monitoring progress toward the child’s IEP goals
 - *The ongoing monitoring of progress toward the 3 global outcomes*
 - How and when progress reports will be shared with the family

3. If required by state or local policy to do so at this point in the IEP process, summarize the information on the COSF and determine a rating for each outcome area

1. Not Implemented	2. Needs Improvement	3. Implemented
--------------------	----------------------	----------------

- *Summarize all assessment information by describing how the child demonstrates skills, across situations and settings, in the 3 global outcomes: relating to others, using knowledge and skills, and taking actions to get his or her needs met*
- *For each of the 3 global outcomes, discuss the extent to which the child demonstrates skills and behaviors that are expected for the child’s age*
- *Use clarifying language to describe the COSF rating system, rather than listing or focusing on the numbers on the 7-point rating scale*

- Determine a ‘concluding’ or ‘culminating’ statement, corresponding to the COSF 7-point rating scale, that best describes the child’s level of functioning for each of the 3 global outcomes (such as, for a rating of 5, ‘Robin has many skills expected for his age, but also demonstrates skills slightly below what is expected for his age, in the area of social relationships.’)
- Identify and record examples of the child’s skills and behaviors that support the concluding/culminating statement for each of the 3 global outcomes

Highlighted State Practice: The 3 global outcomes are carefully considered during the IEP team discussion of the child’s strengths and needs, and documented in the IEP present levels of performance.

4. Review the IEP at least annually

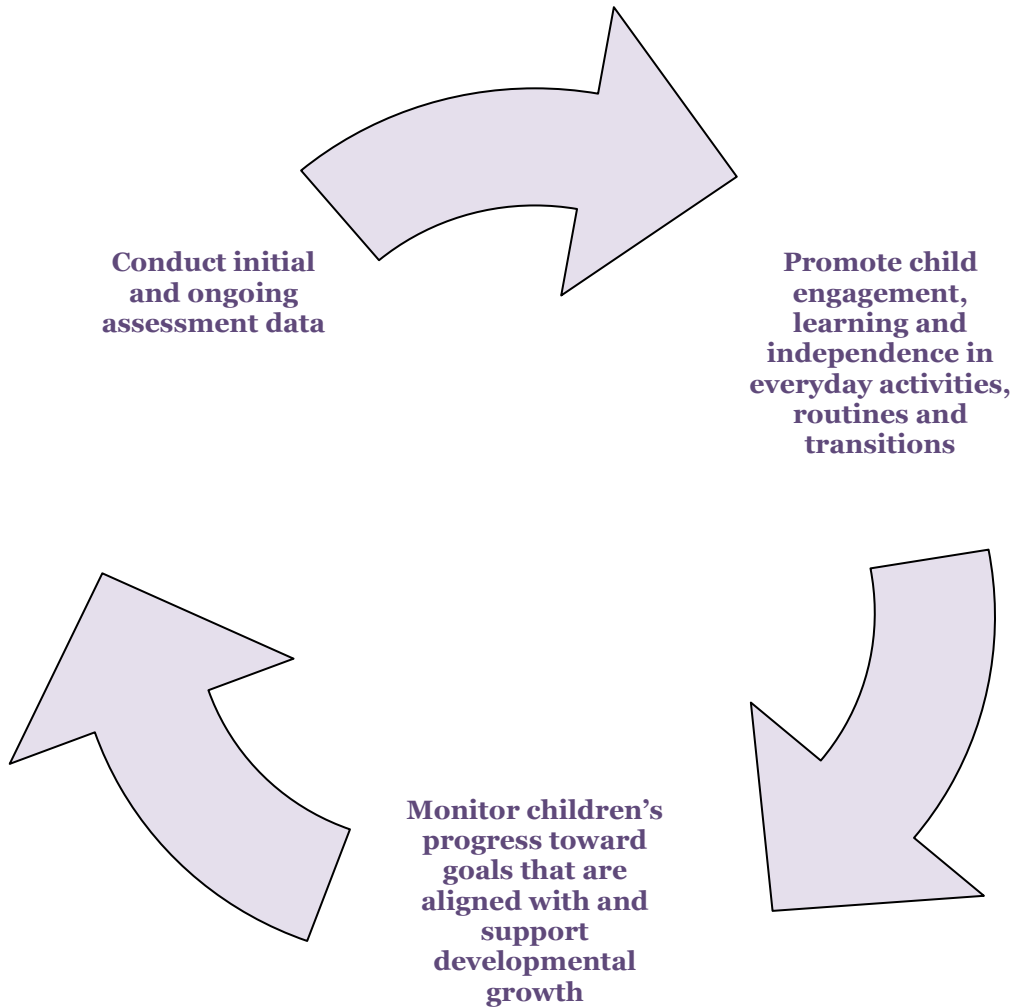
1. Not Implemented	2. Needs Improvement	3. Implemented
--------------------	----------------------	----------------

- Provide the family with regular reports of their child’s progress toward IEP goals *and the three global outcomes*
- Convene an IEP team meeting to review, update, and consider any changes needed to the IEP at least annually, or at any other time requested by the family or school system team member
- Provide appropriate procedural safeguards for IEP meetings
- *If required or recommended by state or local policy to do so annually, summarize the information on the COSF and determine a rating for each outcome area*

Highlighted State Practice: The 3 global outcomes are discussed and determined during the initial and yearly IEP meetings. Documentation and ratings are captured on an electronic state IEP documentation system.

E. Ongoing Intervention and Progress Monitoring

The ongoing intervention processes are continuous, each step dependent on the step before and after:



1. Collect initial and ongoing assessment data

1. Not Implemented	2. Needs Improvement	3. Implemented
--------------------	----------------------	----------------

- Continue to identify current child preferred activities and strengths that support growth toward functional goals in everyday activities and routines
- Based on assessment data, plan successful activities for the child that are aligned with and support developmental growth

- *Document assessment information that contributes to the team’s understanding of the child’s functioning in the 3 global outcome areas*

2. Promote child engagement, learning and independence in everyday activities, routines and transitions

1. Not Implemented	2. Needs Improvement	3. Implemented
--------------------	----------------------	----------------

- Structure the environment to promote engagement, interaction, communication, and learning with peers
- Ensure sufficient, systematic, and intentional learning opportunities are provided in the context of everyday activities, routines, and transitions
- Identify times and activities when a child’s individual goals can be embedded into the naturally occurring activity, routine, or transition
- Ensure practice of targeted skills in a variety of settings and with a variety of people
- *Document the extent to which activities contributes to the development of the child’s functioning in the 3 global outcome areas*

3. Monitor children’s progress toward goals

1. Not Implemented	2. Needs Improvement	3. Implemented
--------------------	----------------------	----------------

- Use a variety of progress monitoring measures (including self monitoring, charting daily, measures for all students)
- *Select and use measures that will provide information about the child’s functioning in the 3 global outcome areas*
- Monitor progress over time and in a variety of settings
- *Document progress toward the 3 global outcome areas*
- Redesign activities or propose a meeting to develop new goals based on progress, functionality, independence and needs