

Integrating Child Outcomes Measurement with Individual Education Program (IEP) Development

Child Find and Referral

Evaluation and Eligibility

IEP Development

Service Delivery

Transition from Part C

- Receive notification from Part C of child potentially eligible for Part B service
- Provide a written copy of procedural safeguards to parents

- Receive child records from Part C with parental permission, e.g.,
 - IFSP
 - Assessment reports
 - **Part C exit data**
 - Other pertinent information

- Attend transition planning conference
- Explain Part B procedural safeguards, eligibility, IEP process, and possible service options to the family
- **Describe the continuing importance of the three global outcomes**
- **Use the three global outcome areas as a framework for discussion**
- Participate in development of transition plan

Referral from Other Source

- **Embed information about the three global outcomes into child find materials**
- Receive referral or parental request for evaluation
- Provide a written copy of procedural safeguards to parents

- Conduct screening, if appropriate (may proceed directly to evaluation)
- Share information about preschool special education
- **Describe purpose and importance of the three global outcomes (i.e., ECO outcomes and IEP goals)**
- Gather parent concerns **using the three global outcome areas as a framework**
- Determine with family if they wish to have child evaluated for eligibility and services
- Gather/use existing assessment, medical and other pertinent information, with parental permission

- Provide family prior written notice and obtain consent for evaluation, which begins evaluation timeline
- Determine additional evaluations and information needed to establish if child is a child with a disability
- Schedule evaluation at mutually agreeable time & place with family

- Provide opportunity for families to share child abilities, strengths and developmental concerns across settings and routines **using the three global outcome areas as a framework**
- Conduct evaluation/assessment using authentic assessment strategies across settings and routines
- Determine academic, developmental and functional needs of the child
- **Gather supporting evidence for COS throughout assessment and evaluation**
- **Document present levels in functional ways considering the three outcome areas to be used for IEP development and the COS rating**

- Determine eligibility as a team
- Provide prior written notice on eligibility decision

- IEP team, including family, meets to develop IEP
- Document child's strengths and Present Levels of Educational Performance (PLEP)
 - **Age-anchor the child's development to norm referenced tools; and/or link to early learning standards [or other age-referencing tools]**
 - **Finalize COS as IEP team discusses PLEP, adjusting as needed from earlier in process**
 - Identify parents' priorities & concerns
 - Establish functional and measurable goals
 - Identify strategies
 - Determine necessary services
 - Determine placement (LRE)
 - Document progress monitoring reporting schedule

- **Ensure completion of entry COS soon after beginning services, if not finalized during IEP development**
- Provide family prior written notice and obtain consent for IEP services

- Implement services for which consent was provided.
- Ensure that IEP is implemented in a timely manner.

- Provide IEP services
- Monitor progress
- Document and share child's progress on the IEP goals **and in the three global outcome areas** with family regularly

- Ensure timely annual IEP meeting (or when requested by family or LEA) to review and modify IEP
- Provide procedural safeguards notice annually
- As appropriate consider transition steps
- **At exit complete COS using assessment and other information across settings and routines**

NOTE: The three outcomes to be measured for federal reporting purposes will be referred to as the "3 global outcomes" throughout: (1) Positive social-emotional skills (including social relationships); (2) Acquisition and use of knowledge and skills (including early language/communication and early literacy); and (3) Use of appropriate behaviors to meet their needs. **COS**=Child Outcome Summary or other child outcome measure.

LEGEND:
 Red font = outcomes measurement steps
 Black font = IEP steps