Integrated Outcomes – Individual Education Planning (IEP) Process

Child in Early Intervention - Transition	Identification and Referral	Child Evaluation and Assessment	IEP Development	Service Delivery

Child in Early Intervention - Transition

- Provide notification to LEA of child potentially eligible for Part B service (near age 2)
- With parental consent, schedule transition planning conference for child potentially eligible for Part B
- Ensure transfer of records occurs; if not effort must be made to get the info needed.
  - IFSP
  - assessment reports
  - exit COSF (+ related info)
- Ensure Part C exit COSF is considered in entry to Part B

- Family and team attend transition planning conference;
- Part B rights, eligibility, IEP process and possible service options explained to family
- Coordinate development of transition plan
- Determine family's interest in accessing Part B services

Identification and Referral

- Receive referral or parental request for evaluation. Infuse information about 3 global outcomes into the processes of information gathering throughout child identification and referral.
- Provide a written copy of procedural safeguards to parents

- Conduct screening, if appropriate (may proceed directly to evaluation)
- Explain program in detail. Describe process and purpose of the three outcomes. Clarify the difference between/among other uses of the term 'outcomes' (e.g. IFSP/ IEP outcomes).
- Determine with family if they wish to have child evaluated for eligibility and services
- Gather/ use existing assessment information from multiple sources, multiple settings (including preschool classrooms)
- Ensure information gathered at this stage is made available for team to use for COSF rating (e.g. Part C info, parent referral to 619, pre-referral info, screening, etc)

Child Evaluation and Assessment

- Request and review existing developmental & medical information, including Part C exit COSF

- Gather parent concerns. Probe for information on concerns in the three outcome areas.
- Determine evaluations and information needed to establish if child is a child with a disability
- Determine academic, developmental and functional needs of the child
- Schedule evaluation at mutually agreeable time & place with family
- Provide prior notice & procedural safeguards upon request

Family provides consent for evaluation (which generally begins evaluation timeline)

- Team conducts evaluation/assessment. Embed functional authentic assessment into conversations with families.
- Probe family for functional information on child. Describe present levels of functioning in functional ways so it can be used for IEP development and the COSF rating.
- Document supporting evidence for COSF throughout assessment and evaluation process. Consider populating COSF as you go.
- Determine eligibility

- Provide prior notice/rights on eligibility decision
- Ensure COSF is not completed too long after entry to preschool classroom.

IEP Development

Provide family prior notice & procedural safeguards upon request for initial IEP meeting

IEP team, including family, meets to develop IEP including:
- Documenting child's strengths and Present Levels of Educational Performance (PLEP)
- Finalize COSF as IEP team discusses PLEP, adjusting as needed from earlier in process.
- Determine age-anchoring for norm referenced tools; link to early learning standards [age-reference tools]
- Parents' priorities & concerns
- Establishing functional and measurable goals
- Identifying strategies
- Determining necessary services

Family provides consent for IEP services

Implement timely services for which consent was provided.

Service Delivery

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
- Procedural safeguards notice provided annually

*The three outcomes to be measured for federal reporting purposes will be referred to as the "3 global outcomes" throughout, to distinguish them from an individual child's IFSP outcomes.
Text in red font indicates outcomes measurement steps; black font indicates IEP steps