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| **IEP Process** | ***Examples*** | **In place?** | **Worth exploring or improving?** | **Priority** |
| Transition from EI | *Examples* | Yes | Partly | No | Yes | No | Now | Soon | Later |
| Transfer of records occurs, with consent, and includes IFSP, assessment information, exit Child Outcomes Summary (COS) information (+related information). | *The transition of records includes information needed to assist with the COS entry rating into Part B (IFSP, assessment information, exit COS and related information).* |  |  |  |  |  |  |  |  |
| Part C exit COS is considered in the entry rating to Part B. | *Part C exit COS and related information is considered in the Part B entry COS.* |  |  |  |  |  |  |  |  |
| *Other:* |  |  |  |  |  |  |  |  |  |
| Identification/Referral | *Examples* | Yes | Partly | No | Yes | No | Now | Soon | Later |
| Information about the 3 global outcomes is infused into the process of information gathering throughout child identification and referral. | 1. *Would you describe highlights of your child’s typical day?*
2. *Tell me about what he does with the toys he plays with most often?*
 |  |  |  |  |  |  |  |  |
| Describe the process and purpose of the 3 outcomes.  |  *“A vision of our program is to … To help us know if we are reaching desired results we look at 3 outcomes for children and # outcomes for families. …**When we talk about the 3 outcomes we are referring to these 3 global outcomes….**We know that the areas of a child’s development are interrelated. We look at 3 big areas to give us an idea of a child’s overall development...* |  |  |  |  |  |  |  |  |
| Gather/use existing assessment information from multiple sources, multiple settings (including preschool classrooms), and over multiple times/observations. | *All information available at this time is used and considered during the rating process. Plans are made to gather additional information as needed.* |  |  |  |  |  |  |  |  |
| Ensure information gathered at this stage is made available for the team to use for COS rating (e.g., Part C info., parent referral to 619, pre-referral info, screening, etc.)  | *Information gathered is shared in a way that does not require families to repeat their story over and over and the information is available to all team members.*  |  |  |  |  |  |  |  |  |
| *Other:* |  |  |  |  |  |  |  |  |  |

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| **IEP Process** | ***Examples*** | **In place?** | **Worth exploring or improving?** | **Priority** |
| Child Evaluation /Assessment | *Examples* | Yes | Partly | No | Yes | No | Now | Soon | Later |
| Probe for information on concerns in the three outcome areas.  | *Consider how concerns might impact all outcome areas. For example, you expressed concern that he’s not talking like other 3 year olds.* 1. *How is he communicating with you and others?*
2. *Tell me about any words, phrases, or gestures he says regularly.*
3. *How does he most often communicate his wants and needs with you and others?*
4. *How does he act when others do not understand him?*
 |  |  |  |  |  |  |  |  |
| Embed functional authentic assessment into conversations with families. Probe family for information about the child’s functioning in daily routines and activities. Describe present levels in functional ways so statements can be used for IEP development and in the COS rating.  | *…As part of the evaluation we’ll look at …this is important for determining eligibility… In addition, and to help us understand your child’s functional abilities, strengths, and needs we’ll ask you about how he participates in day to day routines and activities. We think about your child’s functional abilities – what he does – in terms of daily routines and these 3 global outcomes… we’ll use these also as a framework to talk about your child’s skills.*1. *Tell me more about opportunities your child has to be around other children or other adults.*
2. *You mentioned going to the library. What does Galley do with books?*
3. *It sounds like you’re concerned that Amanda is a messy eater. Tell me more about how she eats and what she does with the spoon?*
 |  |  |  |  |  |  |  |  |
| Document supporting evidence for COS throughout assessment and evaluation process. Consider populating COS throughout the process.  | *A system is in place to document information about the child’s functioning across the three outcome areas throughout the evaluation and assessment process.*  |  |  |  |  |  |  |  |  |
| Ensure COS is not completed too long after entry to preschool in an effort to reflect the child’s function prior to special education services.  | *Embed the COS rating process into the IEP development so that the rating is made before placement into special education services.* |  |  |  |  |  |  |  |  |
| *Other:* |  |  |  |  |  |  |  |  |  |

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| **IEP Process** | ***Examples*** | **In place?** | **Worth exploring or improving?** | **Priority** |
| IEP Development | *Examples* | Yes | Partly | No | Yes | No | Now | Soon | Later |
| Finalize COS as IEP team discusses Present Level of Academic And Functional Performance (PLAAFP), adjusting as needed.  | *A program organizes the IEP PLAAFP by the 3 global outcomes, incorporating information from all sources, including the child’s strengths and needs which will lead to a culminating statement that defines the COS rating.* |  |  |  |  |  |  |  |  |
| Determine age-anchoring for norm referenced tools. Link age-referenced tools to early learning standards.  | *Team members have a means to meet and share information about a child’s functioning making sure they have sufficient information about the child’s behaviors associated with each of the 3 global outcomes to compare to age expectations and to make rating decisions. Age anchoring information is included in the process.*  |  |  |  |  |  |  |  |  |
| Based on all information already gathered, the rating process is completed with the family or reviewed with the family.  | *As we talked earlier, in addition to considering your child’s functioning relative to these 3 global outcomes we will identify with you how your child is functioning relative to other children his age. This information not only helps us help you support your child’s development, it helps us understand how children benefit from participation in our program.*  |  |  |  |  |  |  |  |  |
| *Other:* |  |  |  |  |  |  |  |  |  |
| *Service Delivery* | *Examples* | Yes | Partly | No | Yes | No | Now | Soon | Later |
| A child’s progress in each of the 3 global outcome areas is discussed with the family and other team members.  | *…remember when we talked about where Kelly is relative to other children her age. She is now climbing on the playground slide, using her spoon with minimal spilling, and making choices to tell us what she wants at meal times. She has definitely made progress in the outcome area “taking action to meet her needs.”* |  |  |  |  |  |  |  |  |
| *Other:* |  |  |  |  |  |  |  |  |  |