**WA Systems Improvement Project**

**Module Outlines**

**Module 1: Foundations of Early Intervention**

Knowledge Objectives:

1. Participants will demonstrate an understanding of the purpose and general requirements of IDEA, Part C.
2. Participants will demonstrate an understanding of the mission and key principles of early intervention.
3. Participants will develop an awareness of the research associated with the key principles and evidence-based practices.
4. Participants will understand the IFSP process.

Performance Objectives:

1. Participants will be able to articulate similarities and differences between IDEA, Part B Special education and related services and IDEA Part C early intervention.

1. Participants will be able to explain the roles of practitioners and parents in early intervention in accordance with the key principles of IDEA, Part C to meet families’ needs and priorities and to promote child participation in everyday activities.
2. Participants will be able to operationalize the components of an effective visit in home, community, and early childhood settings.
3. Participants will be able to identify people, materials, and supports within home, community, and early childhood environments that promote child learning opportunities and achievement of child outcomes.
4. Participants will be able to operationalize the components of an effective visit in home, community, and early childhood settings.
5. Participants will have an action plan to implement practices promoting parent competence and confidence related to child development and achievement of family outcomes.

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| **Topic 1: Early Intervention under IDEA, Part C** | **Topic 2: Mission and key principles** | **Topic 3: Evidence-based practices** |
| Purpose of IDEA Part C | Development of *Agreed Upon Practices for Providing Early Intervention Services in Natural Environments* and *Seven Key Principles* (developed by Workgroup on Principles and Practices in Natural Environments) | Definitions of evidence-based practice |
| Requirements within the law | Description of each key principle and associated key concepts (including cultural competence) | Conceptual framework of natural learning environment practices |
| - Access to a team |  | - Natural learning environment practices |
| - Service coordination, resource-based  supports | -description of each key principle in practice from the perspective of a parent, practitioner, or administrator | * definition, example |
| - Natural environments |  | - Teaming approaches |
| - Parent involvement (including involvement in assessment, visits, Interagency Coordinating Council) | Misconceptions about Services in Natural Environments | * definitions, examples |
| - Child learning and parenting supports |  | - Adult interaction styles   * definitions, examples |
| -Evidence-based practices |  | Research support for natural learning environments, adult intervention styles, interest-based child learning |
| Broad comparison of differences between Part B and Part C  -level of parent involvement in IFSP vs. IEP, child outcomes versus child and family outcomes;  -LRE vs. natural environments |  |  |
| Introduction to Part C global child and family outcomes  - Role for individual child and family visits   * + Role for accountability   + Role for program improvement |  |  |

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| **Topic 4: Introduction to the IFSP process** | **Topic 5: What effective intervention looks like** | **Topic 6: WA mission and key principles** |
| I. Discussion of how to describe the IFSP process, the components required by law, and recommended practices to:  -Families,  -Referral sources, and  -Other interested community members  II. Integrated Outcomes- IFSP process  Introduction to IFSP process flow sheet | Description of components of an effective visit in a natural learning environment | Discussion of mission and key principles |
|  | Description of EI practitioner role during a visit | WA EI program organization within the Dept. of Early Learning |
|  | Description of parent role during a visit |  |
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|  | Team roles and interaction |  |
|  | Link individual visit to progress to IFSP outcomes, global child and family outcomes |  |

**Module 2: Functional Assessment**

Knowledge Objectives:

1. Participants will compare and contrast functional assessment with traditional evaluation techniques.
2. Participants will understand the role of initial intake visits to gather information to share with the evaluation team regarding the child’s functioning, abilities, and everyday routines and activities, and in regard to the 3 global outcomes areas in addition to gathering information about family’s concerns, priorities, and resources.
3. Participants will demonstrate in-depth knowledge of the processes for gathering information necessary to conduct a functional assessment in the context of everyday activities.
4. Participants will be able to describe how to explain assessment results with family members.
5. Participants will understand the purposes of ongoing assessment

Performance Objectives:

1. Participants will be able to gather information needed to begin the IFSP process using interview questions and/or available tools.
2. Participants will compile a list of natural environments, everyday learning opportunities, and interest-based activities.
3. Participants will analyze and document a child’s abilities in the context of everyday activity settings and understand how this relates to what is expected for a child this age.
4. Participants will be able to communicate assessment results with families.
5. Participants will have an action plan to implement in their work.

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| **Topic 1: What is functional assessment?** | **Topic 2: Gathering Information** | **Topic 3: Conducting a Functional Assessment** |
| Definitions: evaluation and assessment | Purpose of initial visit with family | Purpose of observation,  -places where observations occur across environments where child spends time,  -including observation of 3 global child outcome areas |
| Orientation of functional assessment within IFSP process flow sheet | Discussion of how to decide whether to proceed with screening v.s. evaluation and/or assessment | Description of essential elements(what, where, when, how and why of observation) |
| Introduction to the purpose of the intake visit, screening, evaluation for eligibility, and assessment for IFSP outcome development and program planning, collection of information to determine child’s abilities related to 3 global child outcomes, family knowledge related to family outcomes  -why, when and who does each component | Methods for gathering information for planning  -topics to cover in gathering information, including child and family global outcomes | Parent are caregiver role  - in addition to parent/primary caregiver role, talking with others who may have information to share about child participation and abilities |
| Evaluation for Eligibility  Clarify the purpose of evaluation and the difference between evaluation and assessment as described in the federal regulations | Description of various standardized tools to assist in gathering information, including:  -discussion of WA P&P regarding evaluation process, tools approved (if appropriate)  -uses of evaluation data, including std evaluation results and curriculum-based test results will be translated into information for functional outcome development  -how Part C child global outcomes go beyond documentation of discrete skills in individual developmental domains | Practitioner role |

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| **Topic 1: What is functional assessment?** | **Topic 2: Gathering Information** | **Topic 3: Conducting a Functional Assessment** |
| Assessment for Program Planning  Description of the assessment as in the federal regulations, introduction to identifying child interests and activity settings along with parent priorities and concerns in assessment, collection of data to identify abilities in three global child outcome areas | - Description of topic areas to cover in the  initial conversation | Ecological Assessment |
| Meeting 45 day timelines  - Importance of communication for efficiency | - Listening for possible IFSP outcome  statements |  |
| Cultural sensitivity within selection and use of evaluation and assessment tools and techniques | - Gathering information about participation | Using assessment data to complete IFSP sections  “Child’s present levels of development” and “Summary of Functional Performance” |
|  | - Synthesizing information to plan who will  conduct the assessment, how and, when it  will occur, including cultural considerations | More in-depth description of three areas:  -positive social/emotional skills  -acquiring and using knowledge and skills  -use of appropriate behaviors to meet their needs |
|  |  | Discussion of how to use assessment as one data source for COSF summary ratings |

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| **Topic 4: Communicating Results with Families** | **Topic 5: Ongoing Assessment** | **Side Topic A: Assistive Technology Considerations for Assessment** |
| When, where and how to share results of assessment findings, including functioning in 3 global child outcome areas | Definitions, description of federal requirements | Legal requirements related to AT assessment |
| -use in conversations to document IFSP outcomes, including conversations about 3 global child outcome areas and family outcomes | Using ongoing functional assessment | Description of how to identify AT assessment needs when gathering information |
|  | COSF ratings at exit | Planning AT aspects of a functional assessment |

**Module 3: IFSP Process**

Knowledge Objectives:

1. Participants will demonstrate an understanding of the federal regulations regarding IFSP development.
2. Participants will compare and contrast IFSP process with current practices.
3. Participants will explore the content of the Washington IFSP meeting and team member roles.
4. Participants will understand how to use information from assessment for writing the IFSPs.
5. Participants will understand the steps and processes for completing IFSP reviews, including transition reviews.

Performance Objectives:

1. Participants will be able to engage parents in conversations summarizing the initial information gathered prior to the IFSP meeting.
2. Participants will be able to engage parents in conversations to develop functional IFSP outcomes and an intervention plan during the IFSP meeting.
3. Participants will have an action plan to implement in their work.

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| **Topic 1: Overview of the IFSP Process** | **Topic 2: The IFSP Meeting** | **Topic 3: IFSP Review** |
| Background and components of an IFSP | What happens at the IFSP meeting; synthesizing information gathered at intake, evaluation, and/or assessment | III. IFSP review  Legal requirements |
| Federal regulations governing IFSP process  - purpose  -components  -attendees  -eligibility considerations | Discussion of IFSP process vs. document | Required timelines for IFSP reviews |
| -Procedural safeguards, including written prior notice, documentation requirements | Discussion of how to describe the IFSP to families | How to conduct the IFSP review meeting |
|  | Completion of the required areas of the IFSP document and the mechanisms for collecting this information with the family (with each area described, not with specific document due to expected changes) | Methods for revising IFSP outcomes |
|  | Parent and practitioner roles during the IFSP meeting  -Preparing before the IFSP  knowledge specific to the child  knowledge about typical development | Transition IFSP |
|  | Steps for discussing and completing a quality IFSP  -Family concerns, resources, priorities  -Present levels of development and COSF summary statements  -Eligibility for Part C  -Outcome statements  -Service delivery summary |  |
|  | I. Family concerns, resources and priorities |  |

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| **Topic 1: Overview of the IFSP Process** | **Topic 2: The IFSP Meeting** | **Topic 3: IFSP Review** |
|  | Present levels of development and summary of functional performance |  |
|  | Including parents in discussions and documentation of present levels of performance and the 3 COSF outcome areas of positive social/emotional skills, acquiring and using knowledge and skills, and use of appropriate behaviors to meet needs |  |
|  | Writing Outcome Statements  Reviewing information gathered, integrating information from multiple sources for creating functional outcomes.  Include child-focused goals, family-focused goals, and goals for service coordination |  |
|  | Completing remaining components of the IFSP: brief descriptions of the conversations about -   * Summary of services and other services * Natural Environments Justification * Transition Planning |  |

# Standard Features in Training Modules

**Activities**

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| Check Your Knowledge | Opportunities for participants to self-assess their knowledge or performance related to topic content. |
| Apply It Now | Learning activities and tools designed to be used during the topic content. |
| Think About This | Opportunities for self reflection and application of topic content to current practice |
| Capstone Activity | Knowledge assessment of module content. |
| Action Plan | Tool designed to assist participants’ in self-assessing their performance related to the module content and develop and plan to apply knowledge gained in real-world on the job experiences. |

**Resources**

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| Content Brief | A brief summary of content of each topic that can be printed or saved to participants’ computers keep for future reference. Available from within topic content at the end of each topic |
| Learning in Action | Examples, which may include case studies, audio, animation, or video of application of content in early intervention practice. |

**Learn More**

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| Exceed the Standard | Content provided within the topic that is optional and describes a recommended practice that is not required in Washington at this time. |
| Investigate Further | Extended learning resources, including bibliography and web links. These are designed for further learning and exploration of the content beyond information included in the topic. Includes websites and written resources, such as textbook or journal articles. |