

SELF-ASSESSMENT: USE OF AGREED UPON PRACTICES IN EARLY INTERVENTION

PRACTICES SUMMARY WORKSHEET

Instructions: Individuals share ratings and the group discusses to reach agreement on the group rating below. The group uses ratings of “not implemented” and “needs improvement” to select specific practices or sets of practices they want to improve.

First Contacts with Families from Referral to the IFSP Meeting

Practices	Check group decision		
	Not implemented	Needs Improvement	Implemented Well
1. Become acquainted and establish rapport.			
2. Engage in a conversation to find out why the family is contacting early intervention and to identify the next appropriate step in the referral process.			
3. Describe early intervention as a system of supports and services for families to help them facilitate their child’s learning and development, and successful participation in family and community activities.			
4. As applicable, conduct a developmental screening, obtaining prior written notice and parental consent.			
5. For children proceeding to evaluation/assessment, explain the purpose and process, including the voluntary nature of the family-directed assessment and the importance of gathering information about their child and their family’s concerns, priorities, and resources.			
6. Begin gathering information about the family’s everyday routines and activities and the child’s behavior and interactions with others in those contexts.			
7. Discuss with the family the formal and informal supports they use or would like to use.			
8. Explore and identify the roles that the family may want to play in their child’s evaluation and assessment process			
9. Provide written prior notice along with all the procedural safeguards, and ask the family to sign consent for evaluation and assessment and release of medical or other records.			
10. Evaluate and assess the functional needs and strengths of the child.			
11. Determine if the child is eligible and explain and provide written prior notice.			
12. Describe the purpose and process, of the initial IFSP meeting, including a thorough explanation of the IFSP document.			
Specific Practices Targeted for Improvement:			

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The IFSP Meeting

Practices	Check group decision		
	Not implemented	Needs Improvement	Implemented Well
1. Establish a welcoming and respectful climate for family members and caregivers as equal members of the IFSP team.			
2. Review the purpose and process (agenda) of the IFSP meeting. Review the IFSP document as a dynamic plan that will guide the provision of supports and services.			
3. Collaboratively review information collected during early contacts regarding family concerns, priorities, and resources.			
4. Collaboratively review information gathered previously about the child's health, development, and learning.			
5. Discuss, summarize and record information needed for completion of the entry.			
6. Collaboratively identify and write functional IFSP outcomes to be achieved for the child and the family.			
7. Collaboratively plan and write strategies/activities, services, and supports to address outcomes and enhance participation and learning in natural environments.			
8. Identify the criteria, procedures, and timelines used to determine progress toward achieving each outcome.			
9. Provide justification of the extent, if any, to which services will not be provided in a natural environment.			
10. Identify transitions that the child and family may be facing and identify useful supports.			
11. Identify the team member who will provide ongoing service coordination or explain that the primary service provider will also assume service coordinator responsibilities.			
12. Ensure the family understands relevant procedural safeguards and next steps.			

Specific Practices Targeted for Improvement:
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On-Going Intervention Practices

Practices	Check group decision		
	Not implemented	Needs Improvement	Implemented Well
1. Build on or establish trust and rapport.			
2. During the first visit, review the IFSP and plan together how the time can be spent.			
3. For on-going visits, use the IFSP as a guide to plan how to spend the time together.			
4. During all visits, participate with the family or other caregivers and the child in the activity and/or routine as the context for promoting new skills and behaviors.			
5. Jointly revise, expand, or create strategies, activities or routines to continue progress toward achieving IFSP outcomes and address any new family concerns or interests.			
6. Modify the IFSP to reflect changes in supports, strategies, activities, or routines.			
7. Prepare and assist with formal reviews and revisions of the IFSP.			
8. During an annual review, depending on State and local policy and guidelines, discuss, summarize, and record information needed for completion of the Child Outcomes Summary Form (COSF).			
9. Prepare families for transition out of Part C services.			
10. Explain and follow the regulations, timelines, and procedures for transition plans, planning conferences, and data collection.			
11. During a last visit or team meeting, discuss, summarize, and record information needed for completion of the exit Child Outcomes Summary Form (COSF).			

Specific Practices Targeted for Improvement: