# Relationship of Quality Practices to Child and Family Outcome Measurement Results



Anne Lucas, Kathi Gillaspy, Joicey Hurth and Christina Kasprzak with support and assistance from Betsy Ayankoya, Grace Kelley, and Jim Henson

**April 17, 2012** 

A product developed collaboratively by NECTAC, ECO and the RRC Program







# Relationship of Part C Quality Practices to Child and Family Outcomes Measurement Results

#### **Table of Contents**

	Page
Purpose and Background	3
Using the Document	3
Impact of Key Practices on Child and Family Outcome Indicators	4
Appendix A: Instructions for Using the Tool in the Analyses of Local Early Intervention Program Child and Family Outcome Data and Development of Local Improvement Activities	13
Appendix B: Instructions for Using the Tool in the Analyses of Statewide Child and Family Outcome Data and Development of Statewide Improvement Activities	14
Appendix C: Instructions for Using the Tool in Orienting Local Early Intervention Programs/Providers to the Expected Practices Needed to Improve Child and Family Outcomes	15
Appendix D: Instructions for Using the Tool in Conducting a Self-Assessment of Statewide and/or Local Performance on Each of the Indicators and Related Practices	16
Appendix E: Instructions for Determining the Impact Level of Key Quality Practices on Each of the Child and Family Outcome Indicators	26

#### A. Purpose and Background

The purpose of this document is to assist states in identifying ways to improve results for children and families participating in Part C early intervention services through implementation of quality practices. The table below lists key quality practices that, when implemented, will have direct impact on child and family outcomes. The key quality practices selected were based upon the *Agreed Upon Practices for Providing Early Intervention Services in Natural Environments*, a consensus document developed by a Workgroup on Principles and Practices in Natural Environments (February 2008 sponsored by an OSEP TA Community of Practice – Part C Settings: <a href="http://nectac.org/topics/natenv/natenv.asp">http://nectac.org/topics/natenv/natenv.asp</a>) and from the Basic Guidelines for personnel preparation from the Division of Early Childhood's *Personnel Standards for Early Education and Early Intervention: Guidelines for Licensure in Early Childhood Special Education* (DEC Recommended Practices in Early Intervention/Early Childhood Special Education, 2000). Although all quality practices identified in these 2 documents potentially impact child and family outcomes, only key quality practices that either have the most direct impact on the specific outcomes (indicated with a in the practices) or have a lesser, yet still direct, impact on specific outcomes (indicated with a in the table below (see C. Impact of Key Practices on Child and Family Outcomes Indicators)

#### **B.** Using the Document

States and/or local early intervention programs might use this document in a variety of ways including:

- 1. Analyzing local early intervention program child and family outcome data to determine where improvement in program practices might be needed For example, one local early intervention program's data might reflect that families are consistently reporting that the program has not assisted them in knowing their rights. The state could subsequently request the program to review whether or not those key quality practices identified as impacting the parent's knowledge of rights are being implemented as intended. Improvement activities around those quality practices that are not being implemented as expected could be developed by the local program.
- 2. Analyzing statewide child and family outcome data and developing statewide improvement activities A state might find that data related to children meeting their needs does not meet their statewide target. In reviewing local early intervention program data, the state discovers that several key practices are consistently not happening (IFSP outcomes and strategies are focused on test items and skills rather than being functional; a child's progress toward meeting child outcomes are not reviewed as part of service delivery visits). As a result, the state develops improvement activities to address these areas of practice that impact results.
- 3. Orienting local early intervention programs/providers to the expected practices needed to improve child and family outcomes States and/or local early intervention programs might review and jointly discuss the indicators and related practices as the basis for orienting early intervention provides and improving understanding about what practices are expected to improve the results of child and family outcomes.
- 4. Conducting a self-assessment of statewide and/or local performance on each of the indicators and related practices The state and/or local early intervention programs can use this document as a self-assessment of the degree to which they are implementing the practices for each indicator. Space has been provided for documentation of reflections and comments.

5. Determining the impact level of key quality practices on each of the child and family outcome indicators — State staff and/or local early intervention programs can use the blank table in Appendix E to collaboratively identify the level of impact that each of the key practices has on the child and family outcome indicators using ☆s and √s. Discussion about each practice's impact is a strategy to help raise awareness about practice and results but can also assist in creating a broader consensus of the impacts.

Instructions for each of the 5 strategies identified above on how to use this document are included in Appendices A through E. States and local early intervention programs are encouraged to use this document in any way that they deem appropriate. An <a href="Excel spread sheet"><u>Excel spread sheet</u></a> of Table 1: Impact of Key Practices on Child and Family outcomes indicators has been developed to assist states and local early intervention programs in sorting their data and conducting analysis.

#### C. Impact of Key Practices on Child and Family Outcome Indicators

The following table lists the key practices and reflects their impact on child and family outcome indicators. Key quality practices that have the most direct impact on the specific outcomes are indicated with a  $^{1}$  and those practices that have a lesser, yet still direct, impact on specific outcomes are indicated with a  $^{1}$ .

Table 1: Impact of Key Practices on Child and Family Outcome Indicators

	F	amily Outco	mes	Child Outcomes		
Effective Practices	Know rights	Commun- icate Child's Needs	Help Child Develop & Learn	Relate to Others	Use Know- ledge & Skills	Meet Needs
Communicate with the family about the purpose of EI a and ongoing intervention: "Early intervention provides enhancing their child's learning and development to ass community life."	supports	and service	s to assist f	amilies a	nd caregiv	ers in
Describe the rationale for services in natural environments, and that children learn best when interested and engaged in everyday experiences and interactions with familiar people.			√			
<ul> <li>Explain the 3 global functional child outcomes and family outcomes including their relationship to the purpose of EI how the child outcomes can be used for designing strategies to help children successfully participate in natural learning environments.</li> </ul>	✓	√	√	√	√	√
<ul> <li>Balance listening to the family with sharing information.</li> </ul>		√				
<ul> <li>Explain how family members are experts in understanding their child and family circumstances and interests.</li> </ul>		√	√			
<ul> <li>Let the family know that you are interested in exploring their concerns and working with them to find solutions.</li> </ul>		√	✓			

	F	amily Outco	mes	Chi	ld Outcor	nes
Effective Practices	Know rights	Commun- icate Child's Needs	Help Child Develop & Learn	Relate to Others	Use Know- ledge & Skills	Meet Needs
<ul> <li>When discussing supports, ask the family if they would like to be put in contact with other families in early intervention or family organizations that offer support.</li> </ul>	✓	√	✓			
<ul> <li>Describe each step of the IFSP process, including its purpose, and what service delivery might look like.</li> </ul>		√	√			
2. Gather information from the family regarding: their interconcerns, priorities, and resources; and what's working/and activities. (NOTE: Gathering information from the fand revisited with the family throughout the IFSP process	what's c amily oc	hallenging i	n participat	ing in eve	ryday rou	itines
Discuss how information gathered from the family is used in planning the assessment and in developing IFSP outcomes, strategies and services.	✓	√	✓	✓	√	<b>√</b>
<ul> <li>Use open-ended questions that encourage the family to share their thoughts and concerns; ask strength- and interest-based questions.</li> </ul>		$\Rightarrow$	✓			
<ul> <li>Discover family preferences for sharing and receiving information as well as the family's teaching and learning strategies they prefer to use with their child.</li> </ul>		√	<b>√</b>			
<ol> <li>Begin gathering functional information about the child's participation in everyday activity settings within routines and across settings using the 3 global outcomes.</li> </ol>		✓	✓	✓	√	√
Reflections and Comments:						
3. Throughout the IFSP process and ongoing intervention, poblain parent consent for evaluation/assessment and IFS explained.						
<ul> <li>At intake, explain how EI has rules and procedures that providers must follow.</li> </ul>	√					
<ul> <li>At intake, review with the family procedural safeguards provided in the program materials and inform them you will review them at different points throughout the process.</li> </ul>	*					
<ul> <li>At intake, explain confidentiality. Make sure that the family knows they should only share information they are comfortable sharing.</li> </ul>	☆					

	Fa	Family Outcomes			ld Outcor	nes
Effective Practices	Know rights	Commun- icate Child's Needs	Help Child Develop & Learn	Relate to Others	Use Know- ledge & Skills	Meet Needs
<ul> <li>When explaining procedural safeguards, ask the family if they have any questions and if information is clear and understandable. Ask, "Do you have any questions about why we need to do it this way?"</li> </ul>	<b>√</b>					
Reflections and Comments:						
Evaluate and assess the functional needs and strengths functional performance in the 3 global outcomes, to ide				•		
<ul> <li>Ask engaging questions that invite the family to share their perspective and use prompts and observations to encourage the family to describe their child's behavior, skills, engagement, and functional participation across settings and situations.</li> </ul>		√	√	✓	√	√
<ul> <li>Help the family decide how they want to participate in their child's evaluation and assessment.</li> </ul>	✓	√				
<ul> <li>Make a list with the family of specific questions they would like answered.</li> </ul>		<b>√</b>	√			
<ul> <li>Inform the family that information they share about their child's skills is very important since they see their child in multiple settings and over time.</li> </ul>		<b>√</b>	✓			
<ul> <li>Use multiple procedures including parent report, observations of children in typical routines, formal and informal assessment tools, and clinical judgment when conducting evaluation and assessment.</li> </ul>		<b>√</b>	✓	√	√	<b>√</b>
				_	,	./
<ul> <li>Summarize assessment results in terms of the child's social relationships, use of knowledge and skills, and taking actions to get his or her needs met in everyday routines and activities across settings and situations and compare child's skills and abilities to age expectations.</li> </ul>			√	√	٧	V

	F	amily Outco	mes	Chi	ld Outcor	nes
Effective Practices	Know rights	Commun- icate Child's Needs	Help Child Develop & Learn	Relate to Others	Use Know- ledge & Skills	Meet Needs
5. The family and early intervention providers collaborative and child assessment and identify functional, measurable child and family) that: a) focus on participation in everyor concerns, priorities, and interests; and c) are development across settings.	e and de	evelopmenta ines and act	ally appropi ivities; b) a	riate IFSP re based o	outcome: on family	s (for
<ul> <li>Explain that the family is an equal member of the early intervention team and the various roles that the family might play in the IFSP meeting.</li> </ul>	√	✓	√			
Ask the family who they would like to invite to the IFSP meeting.	√					
<ul> <li>Assure that the synthesis of present levels of the child's development across all domains is functional and focused on skills, strengths, and behaviors across settings rather than a recap of test scores.</li> </ul>		✓	✓	√	√	√
Highlight information about how the child relates to others, uses knowledge and skills and gets his/her needs met in these activities and how this information is used to develop meaningful and functional IFSP outcomes. Give concrete examples: "During the assessment process, you said you want Johnny to sit at the table with your family and eat finger foods. If we pick this as an IFSP outcome, it will be one way that Johnny is learning how to appropriately get his needs met."				√	✓	✓
<ul> <li>Discuss the outcomes the family wants to work on to enhance the child's development, engagement, social relationships, and independence in family and community routines and activities.</li> </ul>			<b>√</b>	<b>√</b>	<b>√</b>	<b>√</b>
Discuss the family outcomes that they want to include.			√	√	√	√
<ul> <li>Write outcomes using active language that describe         a desired and measurable end result including what         the routine/activity/behavior should look like and         where/when/with whom it should occur.</li> </ul>		✓	<b>√</b>	✓	✓	✓
Reflections and Comments:						

		F	amily Outco	Chi	Child Outcomes						
	Effective Practices	Know rights	Commun- icate Child's Needs	Help Child Develop & Learn	Relate to Others	Use Know- ledge & Skills	Meet Needs				
6.	and supports to achieve outcomes and enhance participation and learning in natural environments by: a) enhancing the family's capacity in supporting their child's learning and development between visits; b) building on the interests and strengths of the child and family; and c) designing frequency, intensity, and method for each service to be reasonable and not burdensome to the family.										
	<ul> <li>Emphasize how caregivers and providers will work together, and who will do what.</li> </ul>			√	√	√	√				
	<ul> <li>Identify strategies that enhance the child's natural learning opportunities; use toys, materials, interactions and various locations that are familiar and of interest to the child and family.</li> </ul>		√	√	✓	<b>√</b>	√				
	<ul> <li>Incorporate family strengths into strategies and activities that the family is comfortable implementing or put in place plans on how to build those skills.</li> </ul>			√	√	√	√				
	<ul> <li>Consider the need for assistive technology or other adaptations to enhance the child's participation in targeted daily routines and activities.</li> </ul>			√	√	√	√				
	<ul> <li>Remind the family and the other team members that the family can accept or reject any service at any time and still participate in other early intervention services.</li> </ul>	<b>√</b>									
	<ul> <li>Ensure inclusion of measurable, functional criteria that any team member could use to review progress toward achieving IFSP outcomes.</li> </ul>		√		√	√	√				
Ref	Reflections and Comments:										
7.	During each early intervention visit, use the IFSP and disc challenging since the prior visit to decide the priorities for in problem solving issues and challenges; and b) assisting opportunities.	r and fo	cus of the vi	sit includin	g: a) assi	sting the	family				
	<ul> <li>Before each visit, reflect on your own beliefs and values and how they might influence your suggestions and strategies with the family or caregiver. Behave as a guest in the family's home.</li> </ul>			<b>√</b>	<b>√</b>	<b>√</b>	<b>√</b>				
	<ul> <li>Listen, observe, model, teach, coach and/or join the ongoing interactions of the family and child.</li> </ul>			√	√	√	√				

Fa	amily Outco	mes	Child Outcomes		
Know rights	Commun- icate Child's Needs	Help Child Develop & Learn	Relate to Others	Use Know- ledge & Skills	Meet Needs
	☆	√			
	☆	☆	✓	<b>√</b>	√
	√	☆	√	√	√
	☆				
	√	√	✓	<b>√</b>	<b>√</b>
	Know	Commun- Know icate rights Child's	Know icate Develop & Child's Learn	Commun- Know icate rights Child's Learn  Relate to Others	Commun- Know icate rights Child's Learn Use  Relate to Know- Others ledge &

**8.** During each intervention visit, participate with the family or caregivers and the child in activities and /or routines as the context for promoting new skills and behaviors.

as the series of premering here same and series.					
<ul> <li>Apply knowledge of current research and evidenced based practices in early intervention to the development and implementation of strategies and interventions with the child and family (e.g., participatory learning, strength and asset-based interventions, interest-based learning, parent- mediated practices, coaching practices, resource- based interventions, relationship-based intervention, responsive care-giving)</li> </ul>	☆	☆	<b>☆</b>	*	<b>☆</b>
<ul> <li>Plan and match learning experiences, strategies and adaptations to individual characteristics of the child and family (e.g., work with Jason's aunt to help her feel more comfortable with him during bath time, so his mom can give his twin, Jack more attention).</li> </ul>		☆	☆	☆	☆
<ul> <li>Identify and implement strategies that enhance the child's participation in natural learning opportunities across routines and community settings.</li> </ul>	√	☆	☆	☆	☆

	Fa	amily Outco	mes	Chi	ld Outcor	nes
Effective Practices	Know rights	Commun- icate Child's Needs	Help Child Develop & Learn	Relate to Others	Use Know- ledge & Skills	Meet Needs
<ul> <li>Use toys, materials, interactions and locations that are familiar, of interest to, and motivating for the child and family during intervention (e.g., help the mother get comfortable feeding the baby in different parts of the house so that they don't feel isolated from the rest of the family).</li> </ul>			*	☆	☆	☆
<ul> <li>Support and facilitate family and child interactions as primary contexts for learning and development (e.g., 5 year old brother crawls along the floor with toddler to find objects during playtime).</li> </ul>			☆	☆	☆	☆
<ul> <li>Support parents' and caregivers' ability to implement strategies and activities within everyday routines and activities.</li> </ul>			☆	*	☆	*
<ul> <li>Incorporate family strengths into strategies and activities that the family is comfortable implementing or put in place plans how to build those skills.</li> </ul>			√	<b>√</b>	√	√
<ul> <li>Implement different strategies to support parents and caregivers, including modeling, problem solving, coaching and demonstration, based on individual child needs and parents' priorities.</li> </ul>			☆	*	☆	☆

9.	Jointly revise, expand, or create strategies, activities of	routines	to continue	progress to	ward ach	ieving IFS	Р
	outcomes and address any new family concerns or int	erest.					
	Support and ancourage family desisions		-				

Support and encourage family decisions.	√				
<ul> <li>Focus recommendations on promoting child's participation in everyday family and community life.</li> </ul>			<b>√</b>	√	<b>√</b>
<ul> <li>Together, plan next steps and/or revise activities and strategies to build on the child's and family's interests, culture, enjoyment, strengths and, to the extent appropriate, move the child toward age expected skills and behaviors.</li> </ul>		<b>√</b>	<b>~</b>	√	<b>~</b>
<ul> <li>Try out new strategies or activities to be sure family members or caregivers can do them on their own.</li> </ul>		$\Rightarrow$	√	√	<b>✓</b>

	1			11		
	F	amily Outco	mes	Chi	ld Outcor	nes
Effective Practices	Know rights	Commun- icate Child's Needs	Help Child Develop & Learn	Relate to Others	Use Know- ledge & Skills	Meet Needs
Determine if and what type of support from other				V	V	V
team members is needed for the next steps.				V	<b>V</b>	<b>V</b>
Update the IFSP to reflect any changes in strategies,				√	√	√
supports, activities and referrals.  Reflections and Comments:				·		
10. As a team, jointly review IFSP outcomes and services (in reviews or annual IFSP meetings (and revise as necessar	_	requency ar	nd intensity	r) through	periodic	IFSP
Review with the family questions,						
recommendations, or suggestions they wish to		√				
discuss with other service providers.						
<ul> <li>Conduct the review meeting and evaluate progress toward IFSP outcomes and the child's progress in</li> </ul>						
the 3 global outcome areas. Ensure all IFSP						
outcomes, services, and supports are still needed,				√	√	√
current and accurate. Make additions and revisions						
as needed.						
Discuss with the family their perspective about their						
ability to communicate their child's needs, help						
their child develop and learn, and know their rights.	<b>√</b>	√	V			
Identify any additional supports and resources that		•	•			
are needed to enhance the family's confidence and						
competence.  Reflections and Comments:						
Nenections and Comments.						
11. Identify transition issues and discuss steps to prepare the and to prepare the child for participating in the new set	•		•	t different	transitio	n points
Assure that the family understands the timeframe						
for transition from early intervention and when	√					
transition planning should occur.						
Early in the relationship with the family, have     conversations about what they want for their shild's						
conversations about what they want for their child's future after the early intervention program ends.		\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \				
ruture after the early intervention program ends.		L		<u> </u>		

	F	Family Outcomes			Outcomes Child Outcomes		
Effective Practices	Know rights	Commun- icate Child's Needs	Help Child Develop & Learn	Relate to Others	Use Know- ledge & Skills	Meet Needs	
<ul> <li>Develop a transition plan which includes the outcomes and activities to prepare the child and family for success after early intervention.</li> </ul>			√	√	√	√	
<ul> <li>Discuss and provide written information about all options available to children and families at age three. Assist the family to explore and visit these options.</li> </ul>		√					
<ul> <li>Jointly review the IFSP and revise/add outcomes and strategies based on these discussions.</li> </ul>				√	√	√	
<ul> <li>Summarize and discuss all assessment information, including parent observations, by describing how the child is functions in the 3 global child outcomes across situations and settings and compare to age expectations.</li> </ul>		√	√	√	√	√	

**Reflections and Comments:** 

#### **Appendix A**

# Instructions for Using the Tool in the Analyses of Local Early Intervention Program Child and Family Outcome Data and Development of Local Improvement Activities

This document can be used to assist with the analyses of local early intervention program child and family outcome data to determine where improvement in program practices might be needed. For example, one local early intervention program's data might reflect that families are consistently reporting that the program has not assisted them in knowing their rights. The state could subsequently request the program to review whether or not those key quality practices identified as impacting the parent's knowledge of rights are being implemented as intended. (See *Table 1: Impact of Key Practices on Child and Family Outcomes Indicators.*) Improvement activities around those quality practices that are not being implemented as expected could be developed by the local program.

#### Steps:

- 1. The state analyzes aggregate data for each for the child and family outcomes indicators by local early intervention program.
- 2. The state identifies the local early intervention programs that are not meeting the target (or other state established "level of performance" such as data being less than 90% of target) for any of the 3 family outcome indicators and/or 3 child outcome indicators.
- 3. The state requires each local early intervention program that is not meeting the target (or state established "threshold") for any of the 3 family outcome indicators and/or 3 child outcome indicators to conduct a root cause analysis. The root cause analysis would be designed to uncover the contributing factors impacting the program's performance. Since provider practices is potentially a contributing factor, the state requires or requests that the identified local early intervention programs use Table 1: Impact of Key Practices on Child and Family Outcomes Indicators (or Excel spreadsheet) as a self-assessment, reviewing the key quality practices related to each indicator where performance has been identified as an issue and determining if the practices are implemented their program as expected. It is suggested that the self-assessment be conducted by a team of local providers or stakeholders. The team could identify reasons for not implementing the practices (e.g., lack of understanding regarding the practices, no policies or procedures in place supporting the practices, lack of training regarding the practices). The state could facilitate or participate in the local program's analysis to provide support and TA.
- **4.** For those practices that are identified as not being implemented as expected, local programs would identify appropriate improvement activities to ensure implementation of the practices with the intent of improving outcomes data for children and families.

#### **Appendix B**

# Instructions for Using the Tool in the Analyses of Statewide Child and Family Outcome Data and Development of Statewide Improvement Activities

This document can be used to assist with the analyses of state early intervention program child and family outcome data to determine where improvement in program practices might be needed. For example a state might find that data related to children meeting their needs does not meet their statewide target. In reviewing local early intervention program data, the state discovers that several key practices are consistently not happening (IFSP outcomes and strategies are focused on test items and skills rather than being functional; a child's progress toward meeting child outcomes are not reviewed as part of service delivery visits). As a result, the state develops improvement activities to address these areas of practice that impact results.

#### Instructions:

- 1. The state analyzes aggregate data for each for the child and family outcomes indicators across all local early intervention programs.
- 2. The state identifies where the state is not meeting the target for any of the 3 family outcome indicators and/or 3 child outcome indicators.
- 3. The state, using a stakeholder group (such as State ICC), conducts a root cause analysis to uncover the contributing factors impacting the state's performance and inability to meet the target for specific child and/or family outcomes. Since provider practices is potentially a contributing factor, the stakeholder group would use Table 1: Impact of Key Practices on Child and Family Outcomes Indicators (or Excel spreadsheet) as a self-assessment, reviewing the key quality practices related to each indicator where performance has been identified as an issue and determining if the practices are implemented as expected. Reasons for not implementing the practices should be identified (e.g., lack of understanding regarding the practices, no policies or procedures in place supporting the practices, lack of training regarding the practices).
- 4. For those practices that are identified as not being implemented as expected, the stakeholder should assist the state in identifying appropriate state level improvement activities to ensure implementation of the practices with the intent of improving outcomes data for children and families.

#### **Appendix C**

#### Instructions for Using the Tool in Orienting Local Early Intervention Programs/Providers to the Expected Practices Needed to Improve Child and Family Outcomes

This document can be used to assist with the orientation of new staff or new early intervention programs. States and/or local early intervention programs might review and jointly discuss the indicators and related practices as the basis for orienting early intervention provides and improving understanding about what practices are expected to improve the results of child and family outcomes. Options to consider include:

- 1. State or local programs could use the document in conjunction with materials that explain the child and family outcomes to help support staff or program understanding of the outcomes and their connection with service provision;
- 2. State or local programs could use the document in conjunction with the IFSP Process Flow chart (see next page) to highlight and describe more fully quality practices within early intervention service provision. For example, the process could be reviewed, and then quality practices described as the expectation for the standard of implementation of each step in the IFSP process;
- 3. States could use the document as the foundation for expectations of service delivery for provider agreements with existing or new provider agencies.

#### Integrating Child and Family Outcomes into the Individualized Family Service Plan (IFSP) Process \*

45 days

## Identification and Referral

## Intake and Family Assessment

## Child Evaluation and Functional Assessment

#### **IFSP Development**

## Service Delivery and Transition

#### Receive referral

- Collect information on referral form including reason(s) for referral and results of screening or assessment, if applicable
- Establish child record
- Gather family's concerns and general information about child following procedures dictated by service delivery model (dedicated versus integrated service coordinator)
- Use 3 global outcomes as organizing framework for first conversations with family ("how does he get along with his brothers and sisters?")
- Discuss reasons for referral triggering probes for child's functioning in the 3 global outcome areas
- Provide general information about program
- Share program brochure describing vision of program and information about 3 global outcomes and family outcomes
- Determine family's interest in accessing program services and scheduling initial visit

Lucas, Hurth, Shaw & Colgan, 2010 Revised 2012 to reflect 2011 Part C Regulations. • Schedule initial visit with family (confirm in writing)

- · Determine need to conduct screening
- Determine need for surrogate parent and/or interpreter
- Acknowledge referral in writing with referral
- Conduct screening, if appropriate; provide prior written notice/rights and obtain parental consent
- Explain program in detail, communicating purpose of program as well as child and family outcomes to be measured
- Determine with family if they wish to have child evaluated and assessed
- · Provide and explain rights;
- Obtain written parent consent for evaluation / assessment of child and request / release of information forms
- Provide prior notice for evaluation
- Gather information about child and family, incorporating 3 global outcomes
- Use outcomes framework to think about child's functioning, discussing everyday routines and activities of child and family
- Use information gathered at intake to help determine evaluation team
- Gather and document information about the child's functioning through naturalistic observation
- Explain voluntary nature of a family-directed assessment
- For families who elect to participate, include an interview and assessment tool to gather:
- information about family concerns and priorities for their child and family
- information about family resources to assist in addressing priorities and concerns

Request existing developmental and medical information with parental consent

- Determine if child is automatically eligible (diagnosed condition)
- Determine necessary evaluation and assessment to identify child's developmental status and unique needs in each developmental area
- Ensure sharing, continuity of information gathering, and coverage of 3 global outcomes
- Determine composition of evaluation and assessment team
- Schedule evaluation and assessment with team and family at place and time convenient for family
- Provide parental prior written notice/rights
- Prepare family and coordinate team preparation for evaluation/ assessment

Team, including family, conducts evaluation and assessment, determines eligibility, and provides parental prior notice/rights on eligibility decision

- Evaluation and eligibility assessment(s) should guide IFSP development
- · Build upon intake information
- Embed functional authentic assessment into conversations with families
- Probe for functioning in 3 global outcomes
- o Probe for functioning in daily routines
- Probe for functional information on PLODs by domain
- Facilitate and document observation of child in natural environment
- Document the child's functioning in 3 outcomes through narrative (and COS culminating statements)

Provide family with parental prior written notice/ rights for initial IFSP meeting and prepare family for meeting

IFSP team, including family, service coordinator and other providers meets to develop IFSP including:

- Review parents' priorities and concerns
- Summarize present levels of development functionally
- Describe how child uses skills in the 3 global outcomes areas
- Based on all information already gathered, review COS culminating statements which correlate with ratings
- Establish functional and measurable individual child & family outcomes
- Identify strategies
- Identify necessary services and timelines to begin services

Provide written prior notice/ rights for IFSP services; obtain parental consent for IFSP services (signing IFSP)

Implement timely services for which parental consent was provided

Ensure that service providers implement timely IFSP services

- Monitor child progress and update plans for service provision
- Coordinate ongoing service provision and ensure timely IFSP reviews /annual IFSP meeting to modify IFSP (including notice/rights)
- Provide parental prior written notice/rights and coordinate timely transition conference
- Coordinate developing transition plan with steps and services
- Ensure LEA and SEA notification
- Obtain consent for release of information to LEA or appropriate entity
- Ensure implementation of transition plan for smooth transition
- Provide transition follow-up
- Provide written notice/ rights to discontinue services
- Complete exit COS
- · Close child record

\*The purpose of this chart is to assist states in integrating outcomes into the IFSP process through the use of evidence-based practices but it does not include all federal statutory and regulatory requires related to the IFSP process. The chart references the three outcomes to be measured for federal reporting purposes as the "3 global outcomes" to distinguish them from an individual child's IFSP outcomes. Text in red font indicates outcomes measurement steps; black font indicates IFSP steps.

#### **Appendix D**

# Instructions for Using the Tool in Conducting a Self-Assessment of Statewide and/or Local Performance on Each of the Indicators and Related Practices

This document can be used to identify whether practices are being implemented by an individual or a program. This is different from the activities in Appendices A and B in that the intent is not to do a root cause analysis, but to assess the level at which specific practices are being implemented in the delivery of early intervention services. This activity may be done on an individual level (e.g. for supervision purposes), as a team, or as a program.

#### **Instructions:**

- 1. Read through the numbered description of the practice area and each of the corresponding practices.
- 2. Using the blank grid on the next page, determine the level of implementation for each practice (not yet implemented, needs improvement, or implemented) in your program. Mark your selection with a check  $(\checkmark)$ .
- 3. Debrief the results. Debriefing can occur as either a group activity or on an individual level (e.g. between supervisor and staff).
- 4. The results of this exercise can be used to develop plans for individual or program improvement.

	Level of Implementation			
Effective Practices	Not Yet Implemented	Needs Improvement	Implemented	
Communicate with the family about the purpose of EI are and ongoing intervention: "Early intervention provides senhancing their child's learning and development to associate community life."	supports and serv	ices to assist families	and caregivers in	
<ul> <li>Describe the rationale for services in natural environments, and that children learn best when interested and engaged in everyday experiences and interactions with familiar people.</li> </ul>				
<ul> <li>Explain the 3 global functional child outcomes and family outcomes including their relationship to the purpose of EI how the child outcomes can be used for designing strategies to help children successfully participate in natural learning environments.</li> </ul>				
<ul> <li>Balance listening to the family with sharing information.</li> </ul>				
<ul> <li>Explain how family members are experts in understanding their child and family circumstances and interests.</li> </ul>				
<ul> <li>Let the family know that you are interested in exploring their concerns and working with them to find solutions.</li> </ul>				
<ul> <li>When discussing supports, ask the family if they would like to be put in contact with other families in early intervention or family organizations that offer support.</li> </ul>				
<ul> <li>Describe each step of the IFSP process, including its purpose, and what service delivery might look like.</li> </ul>				
Reflections and Comments:				
2. Gather information from the family regarding: their interconcerns, priorities, and resources; and what's working/and activities. (NOTE: Gathering information from the fand revisited with the family throughout the IFSP process.)	what's challengin amily occurs over	g in participating in e	veryday routines	
<ul> <li>Discuss how information gathered from the family is used in planning the assessment and in developing IFSP outcomes, strategies and services.</li> </ul>				
<ul> <li>Use open-ended questions that encourage the family to share their thoughts and concerns; ask strength- and interest-based questions.</li> </ul>				

	Level of Implementation				
Effective Practices	Not Yet Implemented	Needs Improvement	Implemented		
Discover family preferences for sharing and receiving information as well as the family's teaching and learning strategies they prefer to use with their child.					
<ol> <li>Begin gathering functional information about the child's participation in everyday activity settings within routines and across settings using the 3 global outcomes.</li> </ol>					
Reflections and Comments:					
<ol> <li>Throughout the IFSP process and ongoing intervention, pobtain parent consent for evaluation/assessment and IF explained.</li> </ol>					
<ul> <li>At intake, explain how EI has rules and procedures that providers must follow.</li> </ul>					
At intake, review with the family procedural safeguards provided in the program materials and inform them you will review them at different points throughout the process.					
At intake, explain confidentiality. Make sure that the family knows they should only share information they are comfortable sharing.					
<ul> <li>When explaining procedural safeguards, ask the family if they have any questions and if information is clear and understandable. Ask, "Do you have any questions about why we need to do it this way?"</li> </ul>					
Reflections and Comments:					
<b>4.</b> Evaluate and assess the functional needs and strengths of functional performance in the 3 global outcomes, to ide needs.					
Ask engaging questions that invite the family to share their perspective and use prompts and observations to encourage the family to describe their child's behavior, skills, engagement, and functional participation across settings and situations.					
<ul> <li>Help the family decide how they want to participate in their child's evaluation and assessment.</li> </ul>					

	Level of Implementation				
Effective Practices	Not Yet Implemented	Needs Improvement	Implemented		
<ul> <li>Make a list with the family of specific questions they would like answered.</li> </ul>					
<ul> <li>Inform the family that information they share about their child's skills is very important since they see their child in multiple settings and over time.</li> </ul>					
<ul> <li>Use multiple procedures including parent report, observations of children in typical routines, formal and informal assessment tools, and clinical judgment when conducting evaluation and assessment.</li> </ul>					
<ul> <li>Summarize assessment results in terms of the child's social relationships, use of knowledge and skills, and taking actions to get his or her needs met in everyday routines and activities across settings and situations and compare child's skills and abilities to age expectations.</li> </ul>					
Reflections and Comments:					
5. The family and early intervention providers collaborative and child assessment and identify functional, measurabl child and family) that: a) focus on participation in every concerns, priorities, and interests; and c) are developmed across settings.	e and developmeday routines and	entally appropriate IFS activities; b) are base	SP outcomes (for d on family		
<ul> <li>Explain that the family is an equal member of the early intervention team and the various roles that the family might play in the IFSP meeting.</li> </ul>					
Ask the family who they would like to invite to the IFSP meeting.					
<ul> <li>Assure that the synthesis of present levels of the child's development across all domains is functional and focused on skills, strengths, and behaviors across settings rather than a recap of test scores.</li> </ul>					
Highlight information about how the child relates to others, uses knowledge and skills and gets his/her needs met in these activities and how this information is used to develop meaningful and functional IFSP outcomes. Give concrete examples: "During the assessment process, you said you want Johnny to sit at the table with your family and eat finger foods. If we pick this as an IFSP outcome, it will be one way that Johnny is learning how to appropriately get his needs met."					

	Level of Implementation			
Effective Practices	Not Yet Implemented	Needs Improvement	Implemented	
Discuss the outcomes the family wants to work on to enhance the child's development, engagement, social relationships, and independence in family and community routines and activities.				
<ul> <li>Discuss the family outcomes that they want to include.</li> </ul>				
<ul> <li>Write outcomes using active language that describe a desired and measurable end result including what the routine/activity/behavior should look like and where/when/with whom it should occur.</li> </ul>				
Reflections and Comments:				
6. The family and early intervention providers collaborative services and supports to achieve outcomes and enhance a) enhancing the family's capacity in supporting their change on the interests and strengths of the child and family; a service to be reasonable and not burdensome to the face	e participation and ild's learning and nd c) designing fre	d learning in natural e development betwee	environments by: en visits; b) building	
<ul> <li>Emphasize how caregivers and providers will work together, and who will do what.</li> </ul>				
Identify strategies that enhance the child's natural learning opportunities; use toys, materials, interactions and various locations that are familiar and of interest to the child and family.				
<ul> <li>Incorporate family strengths into strategies and activities that the family is comfortable implementing or put in place plans on how to build those skills.</li> </ul>				
<ul> <li>Consider the need for assistive technology or other adaptations to enhance the child's participation in targeted daily routines and activities.</li> </ul>				
<ul> <li>Remind the family and the other team members that the family can accept or reject any service at any time and still participate in other early intervention services.</li> </ul>				
<ul> <li>Ensure inclusion of measurable, functional criteria that any team member could use to review progress toward achieving IFSP outcomes.</li> </ul>				
Reflections and Comments:				

	Level of Implementation			
Effective Practices	Not Yet Implemented	Needs Improvement	Implemented	
7. During each early intervention visit, use the IFSP and discontained the prior visit to decide the priorities for in problem solving issues and challenges; and b) assisting opportunities.	or and focus of th	e visit including: a) as	ssisting the family	
<ul> <li>Before each visit, reflect on your own beliefs and values and how they might influence your suggestions and strategies with the family or caregiver. Behave as a guest in the family's home.</li> <li>Listen, observe, model, teach, coach and/or join the</li> </ul>				
<ul> <li>ongoing interactions of the family and child.</li> <li>Begin each visit by asking open-ended questions to identify significant family events or activities and how well planned routines and activities have been going.</li> </ul>				
<ul> <li>Encourage the family to observe and assess the child's skills, behaviors, and interests, a continual part of on-going functional assessment.</li> <li>Reinforce the family on the strategies they use that</li> </ul>				
support their child's learning, giving specific examples.				
<ul> <li>Ask if there are any new issues and concerns the family wants to talk about. Explore if these concerns need to be address as new IFSP outcomes; if so, plan an IFSP review.</li> </ul>				
<ul> <li>Discuss and record family observations, on-going assessment information, and progress related to the 3 global functional child outcomes.</li> </ul>				
Reflections and Comments:				
8. During each intervention visit, participate with the familias the context for promoting new skills and behaviors.	y or caregivers an	d the child in activitie	es and /or routines	
<ul> <li>Apply knowledge of current research and evidenced based practices in early intervention to the development and implementation of strategies and interventions with the child and family (e.g., participatory learning, strength and asset-based interventions, interest-based learning, parent- mediated practices, coaching practices, resource- based interventions, relationship-based intervention, responsive care-giving)</li> </ul>				

	Level of Implementation				
Effective Practices	Not Yet Implemented	Needs Improvement	Implemented		
<ul> <li>Plan and match learning experiences, strategies and adaptations to individual characteristics of the child and family (e.g., work with Jason's aunt to help her feel more comfortable with him during bath time, so his mom can give his twin, Jack more attention).</li> <li>Identify and implement strategies that enhance the child's participation in natural learning opportunities across routines and community settings.</li> <li>Use toys, materials, interactions and locations that are familiar, of interest to, and motivating for the child and family during intervention (e.g., help the mother get comfortable feeding the baby in</li> </ul>					
<ul> <li>different parts of the house so that they don't feel isolated from the rest of the family).</li> <li>Support and facilitate family and child interactions as primary contexts for learning and development (e.g., 5 year old brother crawls along the floor with toddler to find objects during playtime).</li> <li>Support parents' and caregivers' ability to</li> </ul>					
<ul> <li>implement strategies and activities within everyday routines and activities.</li> <li>Incorporate family strengths into strategies and activities that the family is comfortable implementing or put in place plans how to build those skills.</li> </ul>					
<ul> <li>Implement different strategies to support parents and caregivers, including modeling, problem solving, coaching and demonstration, based on individual child needs and parents' priorities.</li> </ul>					
Reflections and Comments:					
<b>9.</b> Jointly revise, expand, or create strategies, activities or r outcomes and address any new family concerns or interest.		ue progress toward a	chieving IFSP		
Support and encourage family decisions.					
Focus recommendations on promoting child's participation in everyday family and community life.  Together plan part there and for review activities.					
<ul> <li>Together, plan next steps and/or revise activities and strategies to build on the child's and family's interests, culture, enjoyment, strengths and, to the extent appropriate, move the child toward age</li> </ul>					

	Level of Implementation				
Effective Practices	Not Yet Implemented	Needs Improvement	Implemented		
expected skills and behaviors.	,				
Try out new strategies or activities to be sure family					
members or caregivers can do them on their own.					
Determine if and what type of support from other					
team members is needed for the next steps.					
<ul> <li>Update the IFSP to reflect any changes in strategies,</li> </ul>					
supports, activities and referrals.					
Reflections and Comments:					
10. As a team, jointly review IFSP outcomes and services (in	•	y and intensity) throu	gh periodic IFSP		
reviews or annual IFSP meetings (and revise as necessar	y).				
Review with the family questions,					
recommendations, or suggestions they wish to					
discuss with other service providers.					
Conduct the review meeting and evaluate progress					
toward IFSP outcomes and the child's progress in					
the 3 global outcome areas. Ensure all IFSP outcomes, services, and supports are still needed,					
current and accurate. Make additions and revisions					
as needed.					
Discuss with the family their perspective about their					
ability to communicate their child's needs, help					
their child develop and learn, and know their rights.					
Identify any additional supports and resources that					
are needed to enhance the family's confidence and					
competence.					
Reflections and Comments:					
<b>11.</b> Identify transition issues and discuss steps to prepare the points and to prepare the child for participating in the new points and to prepare the child for participating in the new points.		•	ent transition		
Assure that the family understands the timeframe					
for transition from early intervention and when					
transition planning should occur.					
Early in the relationship with the family, have					
conversations about what they want for their child's					
future after the early intervention program ends.					
Develop a transition plan which includes the					
outcomes and activities to prepare the child and			I		

	Level of Implementation				
Effective Practices	Not Yet Implemented	Needs Improvement	Implemented		
family for success after early intervention.					
<ul> <li>Discuss and provide written information about all options available to children and families at age three. Assist the family to explore and visit these options.</li> <li>Jointly review the IFSP and revise/add outcomes and strategies based on these discussions.</li> <li>Summarize and discuss all assessment information,</li> </ul>					
including parent observations, by describing how the child is functions in the 3 global child outcomes across situations and settings and compare to age expectations.					
Reflections and Comments:					

#### **Appendix E**

## Instructions for Determining the Impact Level of Key Quality Practices on Each of the Child and Family Outcome Indicators

This document can be used for developing providers' understanding of the connection between the quality practices and the results of the outcomes measurement process. It could be used on an individual level, or in a group as a training activity.

#### **Instructions:**

- 1. Read through the numbered description of the practice area and each bulleted practice associated with that practice area.
- 2. Using the blank grid on the next page and for each practice in the numbered sections, determine if it has an impact on family outcomes, child outcomes, or both.
  - Mark the indicators that have the most direct impact on the specific outcomes with a star ( \* ).
  - $\circ$  Mark the indicators that have a lesser, yet still direct, impact on the specific outcomes with a check ( $\checkmark$ ).
- 1. Compare answers on the grid with Table 1: Impact of Key Practices on Child and Family Outcome Indicators in the "Relationship of Quality Practices to Child and Family Outcomes Measurement Results" tool.
- 2. As a group, debrief the results. Discussion of the results may include the following:
  - Clarifying the connection of specific practices to specific outcomes
  - o Reasons for selecting direct or less direct impact for specific practices
  - o Potential impact for improvement of practices within a program
  - Connection to other resources, such as the Agreed Upon Practices for Providing Early
     Intervention Services in Natural Environments available at
     http://www.nectac.org/~pdfs/topics/families/AgreedUponPractices\_FinalDraft2\_01\_08.pdf

		Family Outcomes			Child Outcomes		
	Effective Practices	Know rights	Commun- icate Child's Needs	Help Child Develop & Learn	Relate to Others	Use Know- ledge & Skills	Meet Needs
1.	Communicate with the family about the purpose of EI and and ongoing intervention: "Early intervention provides senhancing their child's learning and development to assucommunity life."	supports	and service	s to assist f	amilies ar	nd caregiv	ers in
	<ul> <li>Describe the rationale for services in natural environments, and that children learn best when interested and engaged in everyday experiences and interactions with familiar people.</li> </ul>						
	<ul> <li>Explain the 3 global functional child outcomes and family outcomes including their relationship to the purpose of EI how the child outcomes can be used for designing strategies to help children successfully participate in natural learning environments.</li> </ul>						
	<ul> <li>Balance listening to the family with sharing information.</li> </ul>						
	<ul> <li>Explain how family members are experts in understanding their child and family circumstances and interests.</li> </ul>						
	<ul> <li>Let the family know that you are interested in exploring their concerns and working with them to find solutions.</li> </ul>						
	<ul> <li>When discussing supports, ask the family if they would like to be put in contact with other families in early intervention or family organizations that offer support.</li> </ul>						
	• Describe each step of the IFSP process, including its purpose, and what service delivery might look like.						
Ref	lections and Comments:						
2.	Gather information from the family regarding: their interconcerns, priorities, and resources; and what's working/and activities. (NOTE: Gathering information from the family throughout the IFSP process	what's c amily oc	hallenging ir	participat	ing in eve	ryday rou	tines
	<ul> <li>Discuss how information gathered from the family is used in planning the assessment and in developing IFSP outcomes, strategies and services.</li> </ul>						
	<ul> <li>Use open-ended questions that encourage the family to share their thoughts and concerns; ask strength- and interest-based questions.</li> </ul>						

				1		
	Family Outcomes			Child Outcomes		
Effective Practices	Know rights	Commun- icate Child's Needs	Help Child Develop & Learn	Relate to Others	Use Know- ledge & Skills	Meet Needs
<ul> <li>Discover family preferences for sharing and receiving information as well as the family's teaching and learning strategies they prefer to use with their child.</li> </ul>						
3. Begin gathering functional information about the child's participation in everyday activity settings within routines and across settings using the 3 global outcomes.						
Reflections and Comments:						
3. Throughout the IFSP process and ongoing intervention, probability obtain parent consent for evaluation/assessment and IFS explained.		•				-
<ul> <li>At intake, explain how EI has rules and procedures that providers must follow.</li> </ul>						
<ul> <li>At intake, review with the family procedural safeguards provided in the program materials and inform them you will review them at different points throughout the process.</li> </ul>						
<ul> <li>At intake, explain confidentiality. Make sure that the family knows they should only share information they are comfortable sharing.</li> </ul>						
<ul> <li>When explaining procedural safeguards, ask the family if they have any questions and if information is clear and understandable. Ask, "Do you have any questions about why we need to do it this way?"</li> </ul>						
Reflections and Comments:						
<b>4.</b> Evaluate and assess the functional needs and strengths of functional performance in the 3 global outcomes, to idea				•		
<ul> <li>Ask engaging questions that invite the family to share their perspective and use prompts and observations to encourage the family to describe their child's behavior, skills, engagement, and functional participation across settings and situations.</li> </ul>						
<ul> <li>Help the family decide how they want to participate in their child's evaluation and assessment.</li> </ul>						

	Family Outcomes			Child Outcomes		
Effective Practices	Know rights	Commun- icate Child's Needs	Help Child Develop & Learn	Relate to Others	Use Know- ledge & Skills	Meet Needs
<ul> <li>Make a list with the family of specific questions they would like answered.</li> </ul>						
Inform the family that information they share about						
their child's skills is very important since they see						
their child in multiple settings and over time.						
Use multiple procedures including parent report,						
observations of children in typical routines, formal						
and informal assessment tools, and clinical						
judgment when conducting evaluation and						
assessment.						
<ul> <li>Summarize assessment results in terms of the child's social relationships, use of knowledge and</li> </ul>						
skills, and taking actions to get his or her needs met						
in everyday routines and activities across settings						
and situations and compare child's skills and						
abilities to age expectations.						
Reflections and Comments:						
5. The family and early intervention providers collaborative and child assessment and identify functional, measurabl child and family) that: a) focus on participation in every concerns, priorities, and interests; and c) are developmed across settings.	e and de	evelopmenta ines and act	illy appropi ivities; b) a	riate IFSP re based o	outcomes on family	s (for
Explain that the family is an equal member of the						
early intervention team and the various roles that						
the family might play in the IFSP meeting.						
Ask the family who they would like to invite to the						
IFSP meeting.						
<ul> <li>Assure that the synthesis of present levels of the child's development across all domains is functional</li> </ul>						
and focused on skills, strengths, and behaviors						
across settings rather than a recap of test scores.						
Highlight information about how the child relates to						
others, uses knowledge and skills and gets his/her						
needs met in these activities and how this						
information is used to develop meaningful and						
functional IFSP outcomes. Give concrete examples:						
"During the assessment process, you said you want						
Johnny to sit at the table with your family and eat						
finger foods. If we pick this as an IFSP outcome, it will be one way that Johnny is learning how to						
appropriately get his needs met."						
- h.h h 1 O	I	I	1	I		

		Family Outcomes		Child Outcomes			
	Effective Practices	Know rights	Commun- icate Child's Needs	Help Child Develop & Learn	Relate to Others	Use Know- ledge & Skills	Meet Needs
Ref	<ul> <li>Discuss the outcomes the family wants to work on to enhance the child's development, engagement, social relationships, and independence in family and community routines and activities.</li> <li>Discuss the family outcomes that they want to include.</li> <li>Write outcomes using active language that describe a desired and measurable end result including what the routine/activity/behavior should look like and where/when/with whom it should occur.</li> </ul>						
6.	The family and early intervention providers collaborative and supports to achieve outcomes and enhance particip enhancing the family's capacity in supporting their child' the interests and strengths of the child and family; and conservice to be reasonable and not burdensome to the family	ation an 's learnir :) design	d learning in ng and devel	natural en opment be	vironmer tween vis	nts by: a) sits; b) bui	lding on
	Emphasize how caregivers and providers will work together, and who will do what.						
	<ul> <li>Identify strategies that enhance the child's natural learning opportunities; use toys, materials, interactions and various locations that are familiar and of interest to the child and family.</li> </ul>						
	<ul> <li>Incorporate family strengths into strategies and activities that the family is comfortable implementing or put in place plans on how to build those skills.</li> </ul>						
	<ul> <li>Consider the need for assistive technology or other adaptations to enhance the child's participation in targeted daily routines and activities.</li> </ul>						
	<ul> <li>Remind the family and the other team members that the family can accept or reject any service at any time and still participate in other early intervention services.</li> </ul>						
	<ul> <li>Ensure inclusion of measurable, functional criteria that any team member could use to review progress toward achieving IFSP outcomes.</li> </ul>						
Ref	lections and Comments:						

	F	amily Outco	mes	Chi	ld Outcon	nes
Effective Practices	Know rights	Commun- icate Child's Needs	Help Child Develop & Learn	Relate to Others	Use Know- ledge & Skills	Meet Needs
7. During each early intervention visit, use the IFSP and dischallenging since the prior visit to decide the priorities for in problem solving issues and challenges; and b) assisting opportunities.	or and fo	cus of the vi	sit includin	g: a) assi	sting the f	family
<ul> <li>Before each visit, reflect on your own beliefs and values and how they might influence your suggestions and strategies with the family or caregiver. Behave as a guest in the family's home.</li> <li>Listen, observe, model, teach, coach and/or join the ongoing interactions of the family and child.</li> <li>Begin each visit by asking open-ended questions to identify significant family events or activities and how well planned routines and activities have been going.</li> <li>Encourage the family to observe and assess the child's skills, behaviors, and interests, a continual part of on-going functional assessment.</li> <li>Reinforce the family on the strategies they use that support their child's learning, giving specific examples.</li> <li>Ask if there are any new issues and concerns the family wants to talk about. Explore if these concerns need to be address as new IFSP outcomes; if so, plan an IFSP review.</li> <li>Discuss and record family observations, on-going assessment information, and progress related to the</li> </ul>						
3 global functional child outcomes.						
Reflections and Comments:						
<b>8.</b> During each intervention visit, participate with the famil as the context for promoting new skills and behaviors.	y or care	givers and t	ne child in a	activities	and /or ro	outines
<ul> <li>Apply knowledge of current research and evidenced based practices in early intervention to the development and implementation of strategies and interventions with the child and family (e.g., participatory learning, strength and asset-based interventions, interest-based learning, parent- mediated practices, coaching practices, resource- based interventions, relationship-based intervention, responsive care-giving)</li> </ul>						

	Family Outcomes		Child Outcomes			
Effective Practices	Know rights	Commun- icate Child's Needs	Help Child Develop & Learn	Relate to Others	Use Know- ledge & Skills	Meet Needs
<ul> <li>Plan and match learning experiences, strategies and adaptations to individual characteristics of the child and family (e.g., work with Jason's aunt to help her feel more comfortable with him during bath time, so his mom can give his twin, Jack more attention).</li> <li>Identify and implement strategies that enhance the child's participation in natural learning opportunities across routines and community settings.</li> <li>Use toys, materials, interactions and locations that are familiar, of interest to, and motivating for the child and family during intervention (e.g., help the mother get comfortable feeding the baby in different parts of the house so that they don't feel isolated from the rest of the family).</li> <li>Support and facilitate family and child interactions as primary contexts for learning and development (e.g., 5 year old brother crawls along the floor with toddler to find objects during playtime).</li> <li>Support parents' and caregivers' ability to implement strategies and activities within everyday routines and activities.</li> <li>Incorporate family strengths into strategies and activities that the family is comfortable implementing or put in place plans how to build those skills.</li> <li>Implement different strategies to support parents and caregivers, including modeling, problem solving, coaching and demonstration, based on individual child needs and parents' priorities.</li> <li>Reflections and Comments:</li> </ul>		Needs			Skills	
9. Jointly revise, expand, or create strategies, activities or r		to continue	progress to	ward ach	ieving IFS	P
<ul> <li>outcomes and address any new family concerns or interest</li> <li>Support and encourage family decisions.</li> </ul>	est.					
<ul> <li>Focus recommendations on promoting child's participation in everyday family and community life.</li> </ul>						

		Family Outcomes			Child Outcomes		
Effective Practices	Know rights	Commun- icate Child's Needs	Help Child Develop & Learn	Relate to Others	Use Know- ledge & Skills	Meet Needs	
<ul> <li>Together, plan next steps and/or revise activities and strategies to build on the child's and family's interests, culture, enjoyment, strengths and, to the extent appropriate, move the child toward age expected skills and behaviors.</li> <li>Try out new strategies or activities to be sure family</li> </ul>							
<ul> <li>members or caregivers can do them on their own.</li> <li>Determine if and what type of support from other team members is needed for the next steps.</li> </ul>							
<ul> <li>Update the IFSP to reflect any changes in strategies, supports, activities and referrals.</li> </ul>							
Reflections and Comments:							
10. As a team, jointly review IFSP outcomes and services (increviews or annual IFSP meetings (and revise as necessary	_	requency an	d intensity	) through	periodic I	FSP	
<ul> <li>Review with the family questions, recommendations, or suggestions they wish to discuss with other service providers.</li> </ul>							
<ul> <li>Conduct the review meeting and evaluate progress toward IFSP outcomes and the child's progress in the 3 global outcome areas. Ensure all IFSP outcomes, services, and supports are still needed, current and accurate. Make additions and revisions as needed.</li> </ul>							
<ul> <li>Discuss with the family their perspective about their ability to communicate their child's needs, help their child develop and learn, and know their rights. Identify any additional supports and resources that are needed to enhance the family's confidence and competence.</li> </ul>							
Reflections and Comments:							

		Family Outcomes			Child Outcomes		
Effective Practices	Know rights	Commun- icate Child's Needs	Help Child Develop & Learn	Relate to Others	Use Know- ledge & Skills	Meet Needs	
11. Identify transition issues and discuss steps to prepare th	e family	for choices ,	options at	t different	transitio	n points	
and to prepare the child for participating in the new sett	ing whe	n transition	occurs.				
Assure that the family understands the timeframe							
for transition from early intervention and when							
transition planning should occur.							
Early in the relationship with the family, have							
conversations about what they want for their child's							
future after the early intervention program ends.							
Develop a transition plan which includes the							
outcomes and activities to prepare the child and							
family for success after early intervention.							
Discuss and provide written information about all							
options available to children and families at age							
three. Assist the family to explore and visit these							
options.							
<ul> <li>Jointly review the IFSP and revise/add outcomes</li> </ul>							
and strategies based on these discussions.							
<ul> <li>Summarize and discuss all assessment information,</li> </ul>							
including parent observations, by describing how							
the child is functions in the 3 global child outcomes							
across situations and settings and compare to age							
expectations.							
Reflections and Comments:							