



# **Integrating Outcomes Measurement with IFSP and IEP Processes**

***Come Together!***

# Presenters



- Marcella Franczkowski, MD Assistant State Superintendent
- Kate Rogers, VT 619 Coordinator
- Karen Walker, WA Part C Coordinator
- Sharon Ringwalt, NECTAC/MSRRC

# Objectives



- To become familiar with several state processes for integrating the child outcomes measurement process in to the IFSP or IEP process
- To learn how stakeholder input can be used to help states move toward an integrated process

# Measuring Child and Family Outcomes Conference -- 2007



## Panel: Local Benefits of Implementing Child Outcomes Data Collection

- Sandi Harrington, VA Part C
- Teresa Rivenes, MT Part C
- Carol Trillia, UT Part C

Three local program staff shared their experiences implementing the Child Outcomes Summary process, describing how they collect data, the struggles they have encountered, and the improvements they have seen in practices.

# 'Child Progress Determination Questions to Guide the Discussion of Functional Indicators'



## Positive Social-Emotional Development / Positive Social Relationships

- How does the child communicate her/his feelings?
- How does the child interact with parents, siblings, known adults, strangers?

### *Consider progression of social development*

- Smiles – holds out arms to be picked up - Likes to look at faces – laughs aloud - distinction of strangers – parallel play – interest in other kids – associative play

### *Consider relationship with primary caregivers*

- Soothed by caregiver - varying cries – reliance on primary caregiver

# ‘Current Functional Strength’



Demonstrating positive social-emotional skills:

Georgie is very friendly- he has no stranger anxiety and often hugs/kisses strangers. He enjoys playing with people of all ages and will bring toys over in an effort to engage others. He knows and responds to his name. Georgie is very sensitive to the moods of other people and gives away toys to strangers.

# Assessment Summary-Outcome 2



Danny is learning most of his new knowledge and skills by exploring things with his hands and mouth at this time. Danny is picking up small toys such as rings or a block and most of what he is able to get into his hands goes into his mouth for exploration. Danny will also look for a toy that he has dropped showing that he is gaining some understanding that toys do not disappear when they are out of sight.

# Integrating outcomes measurement with Evaluation/Eligibility



## Advantages

- Reinforces focus on functional development
- Expedites outcome rating before intervention
- If core evaluation team all children evaluated from that common lens
- If using RBI as part of evaluation increased functional information is gathered

## Disadvantages

- Raters may not have enough information to make rating
- Evaluation alone might not yield functional information
- Rating with family can create a “mega meeting”



# Suggested Language for Talking with Families



- **Somewhat ( rating of 5)**
  - Compared with his 18 month old peers, Johnny is somewhat where we would expect him to be at this age. This means that Johnny has some of the skills we would expect at this age in regard to (outcome) (you can list if you like), but he does not yet have all of the skills we would expect of this age across settings and situations which include (list functional skills child is lacking to be age appropriate).

# Opportunities for Outcomes Measurement in IEP Process



- EI Transition Meeting
- Play-Based Assessment
- Parent Input
- IEP Development/Eligibility
- Ongoing Intervention
- Collaborative Annual Review
- Transition/Exit

# Implementation 'AHAs'



- Formatting evaluation narrative in 3 outcome areas actually saves time & makes the discussion more meaningful for families.
- Staff have entered into a stronger partnership with families, sharing the responsibility for the evaluation narrative with the families to provide the information that isn't collected by the assessment tool.

# Outcomes-IFSP/IEP Think Tank-2010

## Participants



Betsy Ayankoya  
Debbie Cate  
Siobhan Colgan  
Suzanne Cotterman  
Debra Hannigan  
Sandi Harrington  
Connie Hawkins  
Kathy Hebbeler  
Joicey Hurth  
Lynne Kahn  
Christina Kasprzak  
Anne Lucas

Robin McWilliam  
Donna Nylander  
Lynda Pletcher  
Sharon Ringwalt  
Robin Rooney  
Dathan Rush  
Arlene Russell  
M'Lisa Shelden  
Donna Spiker  
Karen Walker  
Sharon Walsh  
Naomi Younggren

# IFSP/IEP-Outcomes Flow Charts



## IFSP

- Identification and Referral
- Intake and Family Assessment
- Child Evaluation and Functional Assessment
- IFSP Development
- Service Delivery and Transition

## IEP

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

## For the IEP.... Identification and Referral

- Receive referral or parental request for evaluation
- Infuse information about 3 global outcomes into the processes of information gathering throughout child identification and referral.
- Provide a written copy of procedural safeguards to parents
  - Explain program in detail. Describe process and purpose of the three global outcomes to be measured for federal reporting
- Determine with family if they wish to have child evaluated for eligibility and services

# Integrating Child Outcomes Measurement Into the IFSP Process



## d. Eligibility determination

- How does the team make the eligibility decision, what is the family role, etc.
- Does the generic flow chart reflect your eligibility determination process? Why or why not?
- Are there opportunities during eligibility determination to collect information about the 3 global outcomes? Describe.
- Could the 3 global outcomes be discussed, summarized, or integrated during the eligibility process?

# Completing the COST



- COST is completed following determination of eligibility and prior to writing IFSP outcomes
- Developmental Specialist facilitates the conversation based on all the information that has just been shared through the review of pages 1 – 7 of the IFSP
- WV does not use numbers but uses language from COST (foundational, somewhat)
- Use naturally occurring opportunities for exit ratings



# COST into IFSP Outcomes/Intervention



- Provides a better understanding of the child's functional skills and abilities across settings
- Provides a better understanding of the child's functional limitations and need for assistive technology
- Limits teams from suggesting the next test item as outcomes/interventions
- Helps the family know what is expected at that age and where the child is at now
- Focuses the conversation on functional skills not isolated skills

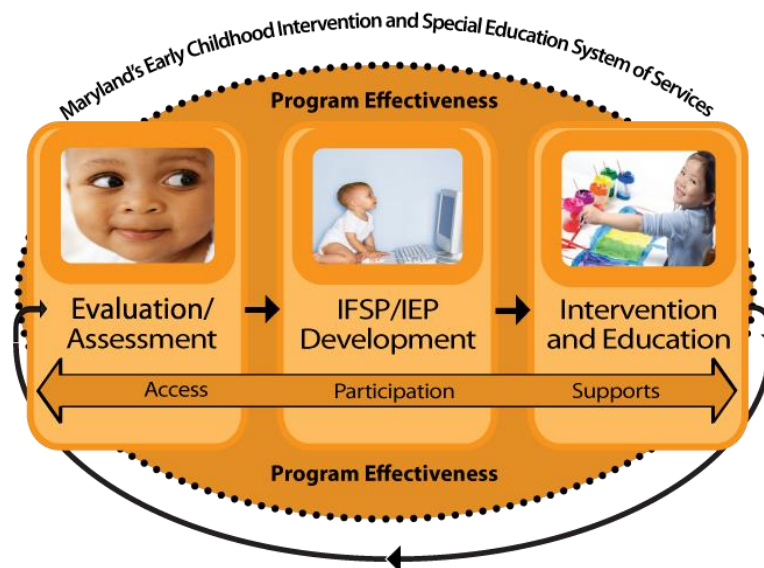
# *Fast Forward to TODAY!!*



- Page with resources on ECO website  
<http://www.fpg.unc.edu/~eco/pages/integration.cfm>
- Outcomes integration session at the mega
- Session and workshop on integrating outcomes with IFSPs and IEPs – 100 people registered for the workshop!
- We'd still like to form a Learning Community to support programs trying to integrate these processes...



# Maryland's Early Childhood Intervention and Special Education System of Services Birth through Five



Maryland State Department of Education • Division of Special Education/Early Intervention Services

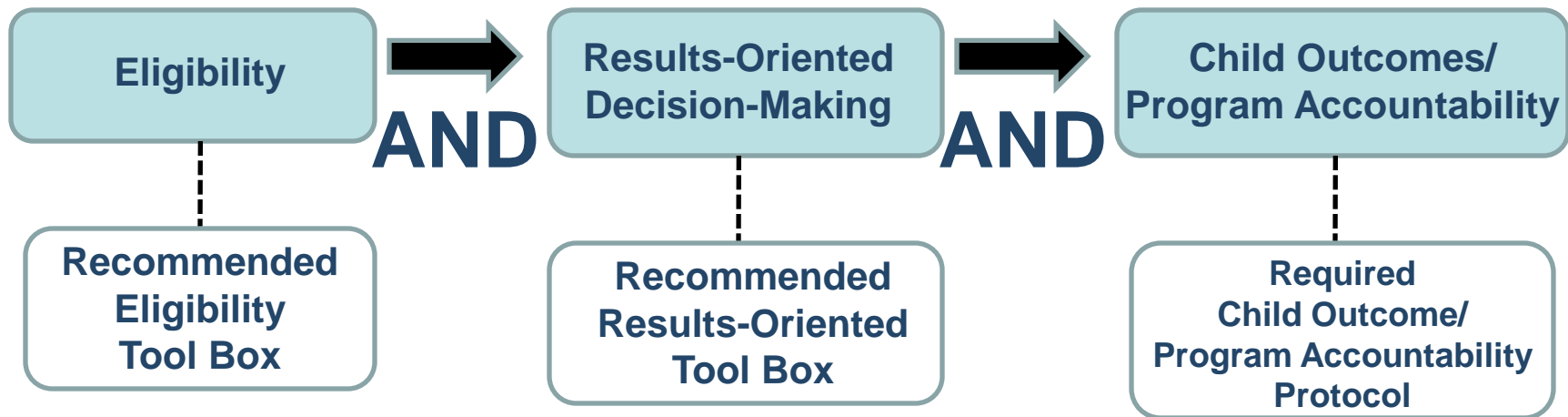
**Presented by: Marcella Franczkowski, Assistant State Superintendent**

Maryland State Department of Education, Division of Special Education/Early Intervention Services  
Early Childhood Intervention and Education Branch, September 2011

# Maryland's Early Childhood Intervention and Special Education Evaluation and Assessment System



## Best Practices for Evaluation & Assessment



# WHY

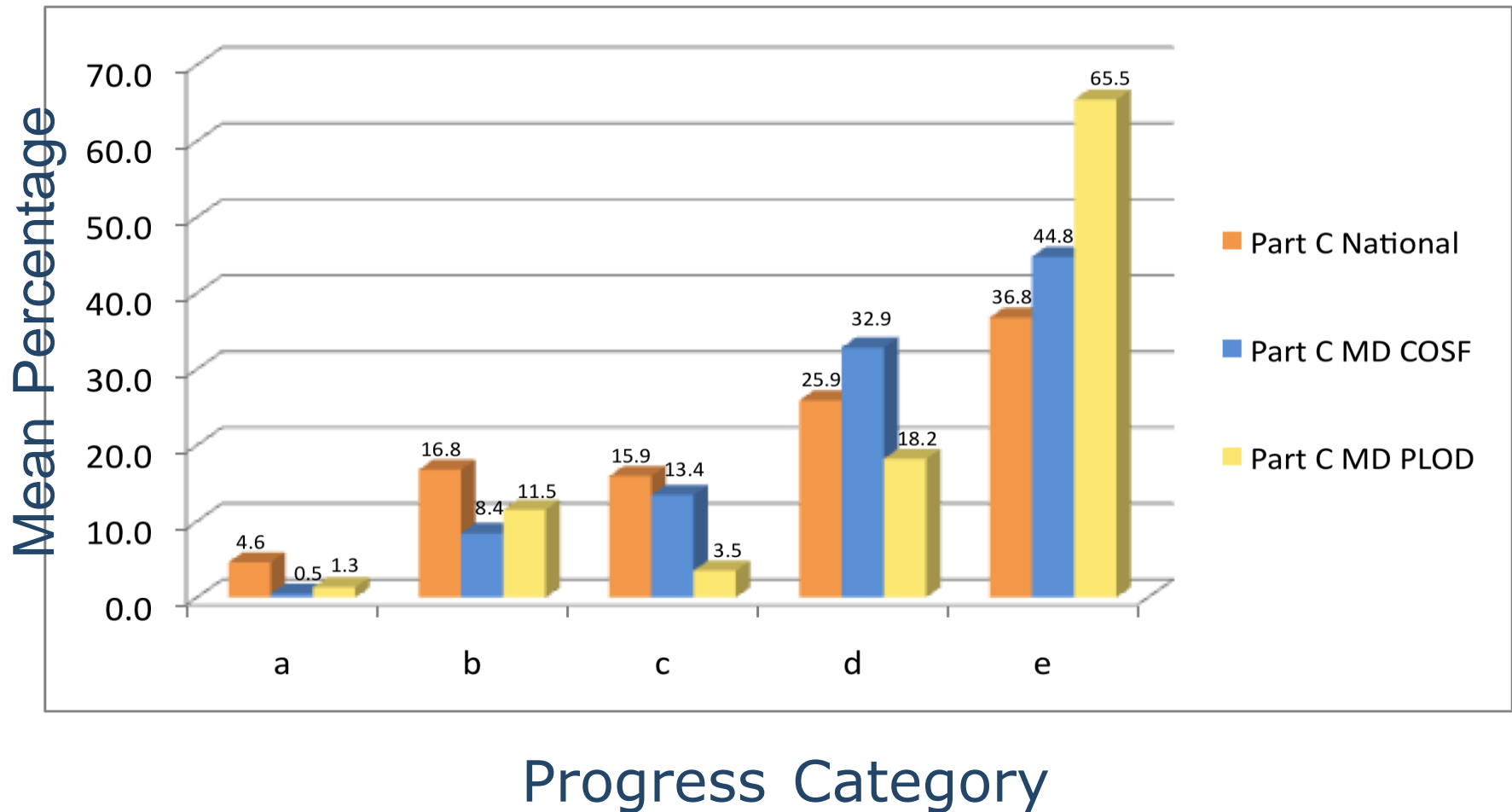
## COSF for Measuring Child Outcomes?



- Provides a mechanism to create a comprehensive, coordinated, high-quality assessment system birth through five
- Supports national research and recommendations of Maryland's Assessment Think Tank
- Supports results of Maryland's PLOD/COSF comparison data
- Models evidence-based best practices for early childhood assessment

# Outcome 1: Social/Emotional

## Child Outcomes Data 2008-2009



# A Shift in Terminology, Meaning and Process



**COSF**

**Child Outcomes  
Summary Form**



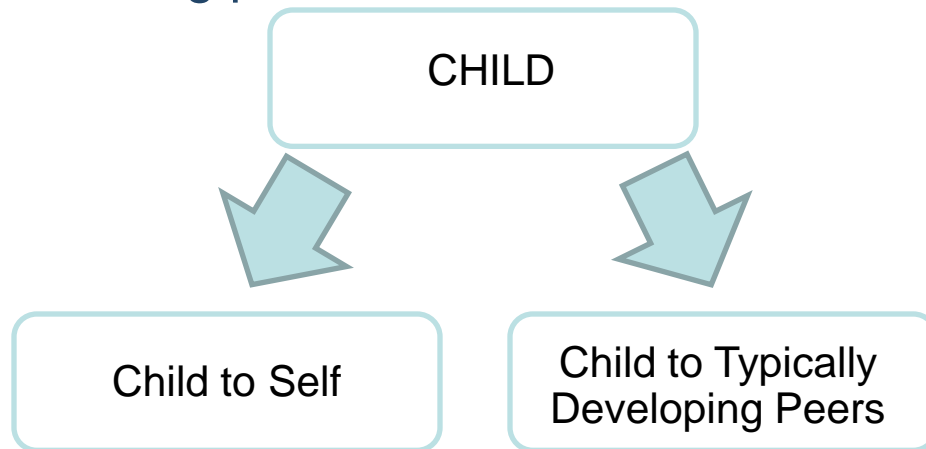
**COS**

**Child Outcomes  
Summary**

# Best Practices for Early Childhood Assessment and the COS



- Provides a functional/comprehensive picture of the child's development and progress through the eyes of all IFSP team members, including parents

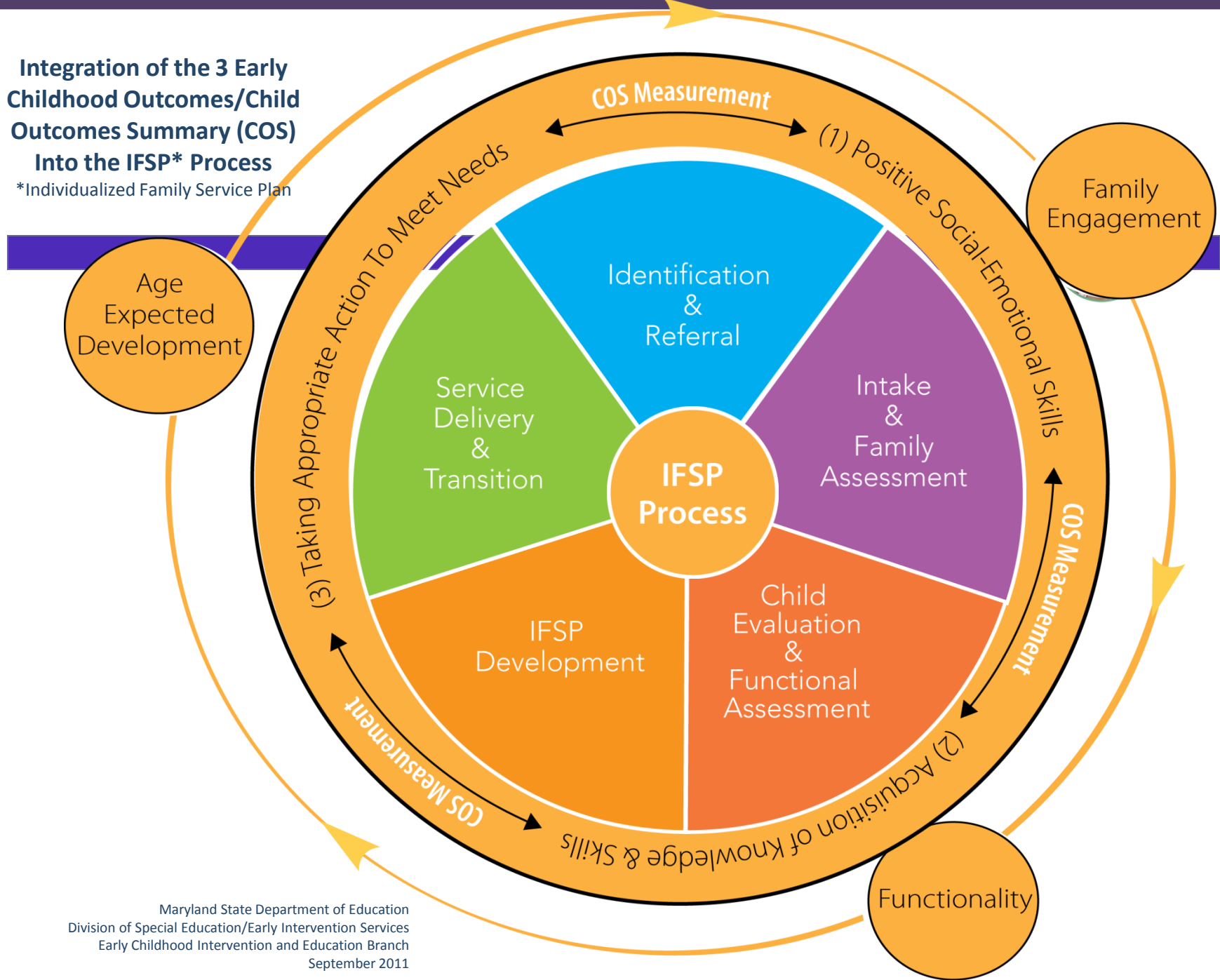


**Ultimate Goal: All Children Ready for Kindergarten**



**Integration of the 3 Early Childhood Outcomes/Child Outcomes Summary (COS) Into the IFSP\* Process**

**\*Individualized Family Service Plan**



# Child Outcomes Summary (COS) Worksheet



<b>Child Outcomes Summary (COS) Worksheet</b>			
	Does the child have any age expected skills? Are there concerns about any age expected skills/behaviors?	What are the immediate foundational skills/behaviors that come just before the age expected skills/behaviors?	What are the foundational skills/behaviors like those of a much younger child?
	<b>Age-Expected Skills</b>	<b>Immediate Foundational Skills</b>	<b>Foundational Skills</b>
<b>DEVELOPING POSITIVE SOCIAL-EMOTIONAL SKILLS</b>			
<b>ACQUIRING AND USING KNOWLEDGE AND SKILLS</b>			
<b>TAKING APPROPRIATE ACTION TO MEET NEEDS</b>			

Early Childhood Intervention and Education Branch/Division of Special Education/Early Intervention Services/Maryland State Department of Education  
June 2011

# Strengths and Needs Summary

Child Name: \_\_\_\_\_ ID Number: \_\_\_\_\_ IFSP Meeting Date: \_\_\_\_\_

**PART III - MY CHILD/FAMILY OUTCOMES RELATED TO MY CHILD'S DEVELOPMENT**  
**Section A - Strengths and Needs Summary**



## Strengths and Needs Summary

*For children to be active and successful participants at home, in the community, and in places like child care or preschool programs, they need to develop skills in three functional areas: (1) developing positive social-emotional skills; (2) acquiring and using knowledge and skills; and (3) taking appropriate action to meet needs. We use information about your child's present levels of development, your family's concerns, resources and priorities, and your daily routines to understand your child's individual progress in relation to him/herself and to same age peers. This information supports the development of meaningful outcomes for your child and family.*

HOW DOES MY CHILD...		MY CHILD'S STRENGTHS	MY CHILD'S NEEDS	HOW DOES MY CHILD'S DEVELOPMENT RELATE TO HIS/HER SAME-AGE PEERS?
		What are some things my child likes to do? What skills does my child demonstrate or is beginning to demonstrate?	What are some skills or behaviors that my child does not do or are difficult for my child? In what activities or skill areas does my child need considerable support and/or practice?	
DEVELOPING POSITIVE SOCIAL-EMOTIONAL SKILLS	<ul style="list-style-type: none"> <li>Attend to people?</li> <li>Relate with family members?</li> <li>Relate with other adults?</li> <li>Relate with other children?</li> <li>Display emotions?</li> <li>Respond to touch?</li> </ul>			Has my child shown any new skills or behaviors related to positive social-emotional development since the last <i>Strengths and Needs Summary</i> ? <input type="checkbox"/> Yes (include as "Strengths") <input type="checkbox"/> No <input type="checkbox"/> Not applicable
	<ul style="list-style-type: none"> <li>Understand and respond to directions and/or requests from others?</li> <li>Think, remember, reason and problem solve?</li> <li>Interact with books, pictures, and print?</li> <li>Understand basic concepts such as "more", "big", "hot"?</li> </ul>			Has my child shown any new skills or behaviors related to acquiring and using knowledge and skills since the last <i>Strengths and Needs Summary</i> ? <input type="checkbox"/> Yes (include as "Strengths") <input type="checkbox"/> No <input type="checkbox"/> Not applicable
TAKING APPROPRIATE ACTION TO MEET NEEDS	<ul style="list-style-type: none"> <li>Take care of his/her basic needs, such as feeding and dressing?</li> <li>Move his/her body from place to place?</li> <li>Use his/her hands to play with toys and use crayons?</li> <li>Communicate wants and needs?</li> <li>Contribute to his/her own health &amp; safety?</li> </ul>			Has my child shown any new skills or behaviors related to taking actions to meet needs since the last <i>Strengths and Needs Summary</i> ? <input type="checkbox"/> Yes (include as "Strengths") <input type="checkbox"/> No <input type="checkbox"/> Not applicable
OTHER				

MD IFSP Part 3-A Dev\_06/11

White: Early Intervention Record • Yellow: Family • Pink: Data Entry

# Maryland's Next Steps for Child Outcomes Summary (COS) Implementation







# Embedding ECO Into the IEP Process



Kate Rogers  
VT 619 Coordinator  
September 2011



Vermont

# YA CAN'T GET THERE FROM HERE...



# SO, HOW DID WE GET THERE?



**2009 DOE IEP  
Forms Committee  
Meets**



**IEP Revised**



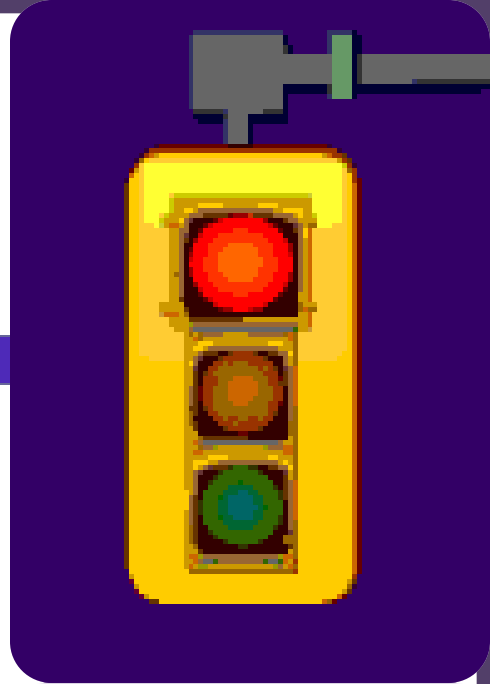


IEP

UNDER




CONSTRUCTION





**School Districts began  
use of new IEP form  
Fall 2010**



**Houston, we  
have  
a problem!**

# SO, HOW DID WE GET THERE?



2011 DOE IEP Forms  
Committee Meets



IEP 'school age'  
Revisions *Put on  
Hold*



IEP 'preschool EEE'  
Revisions continue

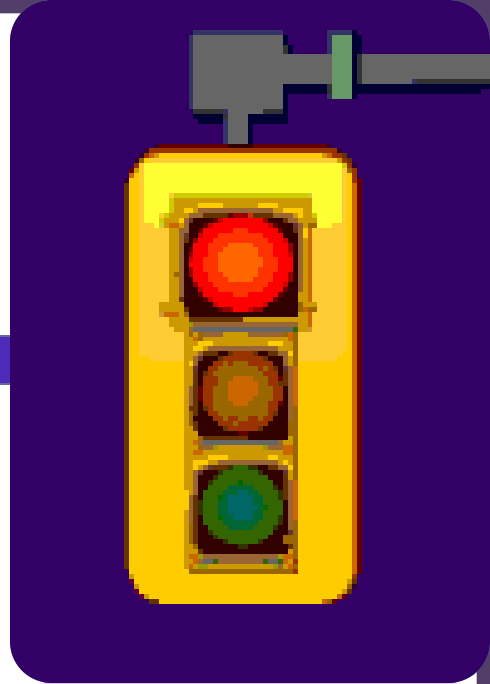


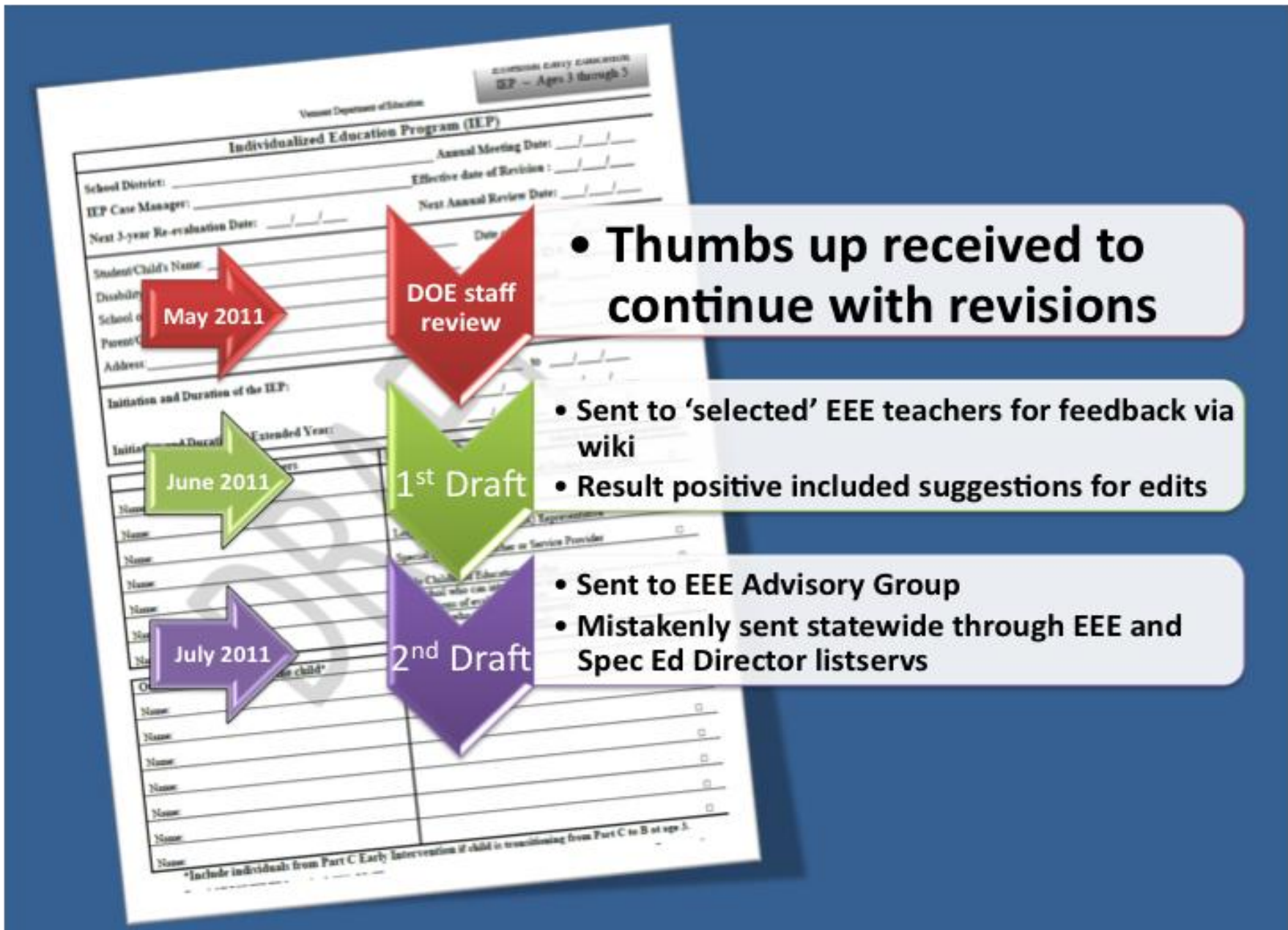
IEP

UNIDIR



CONSTRUCTION





• **Thumbs up received to continue with revisions**

• **Sent to 'selected' EEE teachers for feedback via wiki**  
• **Result positive included suggestions for edits**

• **Sent to EEE Advisory Group**  
• **Mistakenly sent statewide through EEE and Spec Ed Director listservs**



# Other factors that led us to getting from here to there...



**Flintstone data collection**

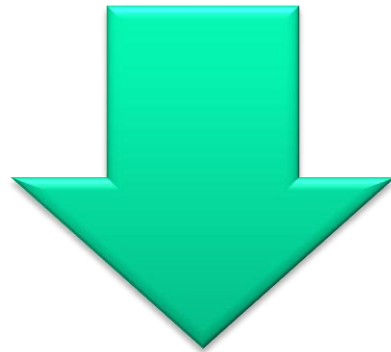


**Would really like...**



**Settle for 'Elroy' system at the moment**

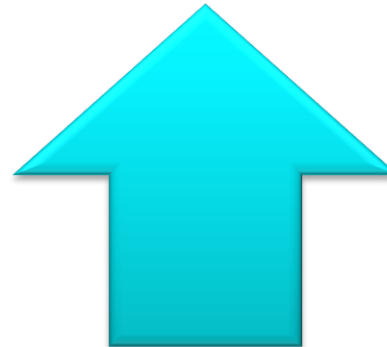
# Other factors that led us to getting from here to there...



**Improved  
Child  
Outcomes**



**Evidence-  
based  
Practices**





# Washington Early Support for Infants and Toddlers Program



Presented by:  
Karen Walker, Part C Coordinator



# Washington Demographics



Population (2009): 6,664,195  
 White: 84.3%  
 Black: 3.7%  
 American Indian/Alaska Native: 1.7%  
 Asian: 6.7%  
 Hawaiian/Pacific Islander: 0.5%  
 Two or More Races: 3.1%  
 Hispanic/Latino: 9.8%  
 Median Income: \$58,081  
 Persons below poverty level: 11.3%



County      Persons per  
Square Mile

Garfield	3.24
Ferry	3.56
Lincoln	4.54
Columbia	4.78
Skamania	6.58
Okanogan	7.76
Pend Oreille	9.36
Adams	9.51
Klickitat	10.95
Wahkiakum	15.71
Jefferson	16.15
Kittitas	17.63
Stevens	17.88
Whitman	20.19
Douglas	21.15
Pacific	23.69
Chelan	25.09
Lewis	31.40
Grant	32.71
Asotin	34.15

County      Persons per  
Square Mile

Grays Harbor	37.35
Ciallam	40.30
Walla Walla	46.91
Yakima	55.65
Mason	59.41
Franklin	60.77
Skagit	68.76
Cowlitz	87.82
Whatcom	92.24
San Juan	94.33
WA State	101.18
Benton	101.52
Spokane	266.67
Snohomish	340.39
Thurston	347.17
Island	389.09
Pierce	485.19
Kitsap	627.06
Clark	693.39
King	909.39

# Stakeholder Meeting



- Convened a large stakeholder group to provide advisory guidance to the project and state staff and build support for new practices
- Stakeholder group comprised of SICC members, parents, providers, funding sources, and other stakeholders

# Stakeholder Group



- Revised ESIT mission and principles (Guiding Concepts for ESIT) to strengthen emphasis on evidence-based practices and child and family outcomes
- Assessed current implementation of evidence-based practices which included integrating the child outcomes measurement into the IFSP process

# Stakeholder Recommendations



- Integrate child and family outcomes into the IFSP process
- Implement evidence-based practices, including effective teaming
- Revise policies and procedures and forms
- Develop statewide guidance to ensure consistent statewide implementation

# Process



- Referral
- Initial Gathering of Child and Family Information
- Functional Assessment and Eligibility
- Developing Initial IFSP Outcomes and Services

# New IFSP Form Flow



- Child and Family Information
- Child/Family Routines and Activities
- Family Concerns, Resources and Priorities
- Child's Present Levels of Development
- Eligibility for Part C Services
- Summary of Functional Performance
- Functional IFSP Outcomes for Children and Families
- Functional IFSP Outcomes Supported by the Family Resources Coordinator Related to Accessing Community Resources and Supports
- Transition Planning
- Summary of Services (including Other Services)
- Natural Environment Justification
- IFSP Agreement (Notice and Consent)

### III. Child's Present Levels of Development

Understanding a child's skills, as identified through evaluation and assessment (including observations, parent report, testing), assists the team (including parents) in planning supports and services that enhance the child's learning.

Developmental Area	Description of Skills/Status <i>(list child's skills in each developmental area/describe status; include information about sensory needs in each domain )</i>	Developmental Level <i>(% of delay, standard deviation, age equivalent)</i>	Information Source <i>(Instrument(s), Parent report, observation)</i>	Evaluator's Name and Evaluation/ Assessment Date
<b>Adaptive</b> <b>Feeding, eating, dressing, sleeping</b>  <i>(ex., holds a bottle; reaches for toy, helps dress himself or herself)</i>				
<b>Cognitive</b> <b>Thinking and learning</b>  <i>(ex., looks for dropped toy; pulls toy on a string; does a simple puzzle)</i>				
<b>Expressive Communication</b> <b>Making sounds, gesturing, talking</b>  <i>(ex., vocalizes vowels; points to objects to express wants; uses 2 or more words)</i>				
<b>Receptive Communication</b> <b>Understanding words and gestures</b>  <i>(ex., looks when hears name; points to body parts and common objects when named; follows simple 1 &amp; 2 step directions; understands simple words)</i>				
<b>Physical: Fine Motor</b> <b>Using hands and fingers</b>  <i>(ex., reaches for and plays with toys; picks up raisin; strings beads)</i>				
<b>Physical: Gross Motor</b> <b>Moving and using large muscles</b>  <i>(ex., rolls from tummy to back; sits independently; walks holding on)</i>				
<b>Social/Emotional</b> <b>Interacting with others</b>  <i>(ex., smiles and shows joy; makes good eye contact; seeks help from familiar caregivers; takes turns; shares toys)</i>				
<b>Vision</b>  <i>(ex., visually tracks object; attends to faces of familiar people; returns head to starting point when watching slowly disappearing object)</i>				
<b>Hearing</b>  <i>(ex., turns head, smiles, or acts in response to voices and, sounds; responds to name)</i>				



## Summary of Functional Performance

Summarizing how a child uses skills in various domains to function across settings and situations provides information that assists the team (including the parents) in developing functional IFSP outcomes and strategies to meet these outcomes and so progress can be monitored over time. This information also assists in the completion of the Child Outcomes Summary information.

**Positive Social/Emotional Skills (including social relationships):** *(relating with adults; relating with other children; following rules related to groups or interacting with others)*

Summary of Child's Functioning:

Outcome Descriptor Statement (Select one):



**Acquiring and Using Knowledge and Skills (including early language/communication):** *(thinking, reasoning, remembering and problem solving; understanding symbols, understanding the physical and social worlds)*

Summary of Child's Functioning:

Outcome Descriptor Statement (Select one):

**Use of Appropriate Behaviors to Meet their Needs:** *(taking care of basic needs, e.g. showing hunger, dressing, feeding, toileting, etc.; contributing to own health and safety, e.g., follows rules, assists with hand washing, avoids inedible objects (if over 24 months); getting from place to place (mobility) and using tools (e.g., forks, strings attached to objects, etc.))*

Summary of Child's Functioning:

Outcome Descriptor Statement (Select one):

Date child outcomes descriptor statements were selected by the team: \_\_\_/\_\_\_/\_\_\_



## COSF Rating Scale Descriptor

COSF Rating		Sample Statements	
Age Expected Skills	7	Completely	<div style="display: flex; align-items: center;"> <div style="margin-right: 10px;">★</div> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="background-color: #fce4d6; padding: 2px 5px;">AE</div> <div style="background-color: #fff9c4; padding: 2px 5px;">IF</div> <div style="background-color: #e1bee7; padding: 2px 5px;">F</div> </div> </div> <ul style="list-style-type: none"> <li>Relative to other children Calvin's age, he has <b>all of the skills that we would expect</b> of a child his age in the area of (<i>outcome</i> [e.g., <i>taking action to meet needs</i>]).</li> <li>Calvin has a good <b>mix of age expected skills</b> in the area of (<i>outcome</i>).</li> </ul>
	6		<div style="display: flex; align-items: center;"> <div style="margin-right: 10px;">★</div> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="background-color: #fce4d6; padding: 2px 5px;">AE</div> <div style="background-color: #fff9c4; padding: 2px 5px;">IF</div> <div style="background-color: #e1bee7; padding: 2px 5px;">F</div> </div> </div> <ul style="list-style-type: none"> <li>Relative to same age peers, Calvin <b>has the skills that we would expect of his age</b> in regard to (<i>outcome</i>); however, <b>there are concerns with how he</b> (<i>functional area that is of concern/quality of ability/lacking skill</i>).</li> <li>Aside from <b>the concern</b> regarding Calvin's _____ he is demonstrating <b>skills expected of a child his age</b> in the area of (<i>outcome</i>).</li> </ul>
Decreasing Degree of Age-Expected Skills	5	Somewhat	<div style="display: flex; align-items: center;"> <div style="margin-right: 10px;">★</div> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="background-color: #fce4d6; padding: 2px 5px;">AE</div> <div style="background-color: #fff9c4; padding: 2px 5px;">IF</div> <div style="background-color: #e1bee7; padding: 2px 5px;">F</div> </div> </div> <ul style="list-style-type: none"> <li>For an # month old child, Calvin has <b>many skills expected of his age</b> but he also demonstrates <b>some skills slightly below what is expected</b> at this age in the area of (<i>outcome</i>).</li> <li>Relative to same age peers, Calvin <b>shows many age expected skills</b>, but continues to show <b>some functioning that might be described like that of a slightly younger child</b> in the area of (<i>outcome</i>).</li> <li>Calvin is <b>somewhat</b> where we would expect him to be at this age. This means that Calvin <b>has many skills we would expect at this age</b> in regard to (<i>outcome</i>), but he <b>does not yet have all of the age expected skills</b> (it is possible to identify a few of the functional skills the child is lacking to be age appropriate).</li> </ul>
	4		<div style="display: flex; align-items: center;"> <div style="margin-right: 10px;">★</div> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="background-color: #fce4d6; padding: 2px 5px;">AE</div> <div style="background-color: #fff9c4; padding: 2px 5px;">IF</div> <div style="background-color: #e1bee7; padding: 2px 5px;">F</div> </div> </div> <ul style="list-style-type: none"> <li>At # months Calvin, shows occasional use of <b>some age expected skills</b>, but <b>more of his skills are not yet age expected</b> in the area of (<i>outcome</i>).</li> <li>At # months Calvin, shows <b>occasional</b> use of some age expected skills, but has <b>more skills that are younger than those expected for a child his age</b> in the area of (<i>outcome</i>).</li> <li>Calvin has <b>a few of the skills</b> we would expect in regard to (<i>outcome</i>), but he shows <b>more skills that are not age appropriate</b>.</li> </ul>
No Age Expected Skills and a Decreasing Degree of Immediate Foundational Skills	3	Nearly	<div style="display: flex; align-items: center;"> <div style="margin-right: 10px;">★</div> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="background-color: #fce4d6; padding: 2px 5px;">AE</div> <div style="background-color: #fff9c4; padding: 2px 5px;">IF</div> <div style="background-color: #e1bee7; padding: 2px 5px;">F</div> </div> </div> <ul style="list-style-type: none"> <li>Relative to same age peers, Calvin is <b>not yet using skills expected of his age</b>. He does however use many important <b>immediate foundational skills to build upon</b> in the area of (<i>outcome</i>).</li> <li>In the area of (<i>outcome</i>), Calvin is <b>nearly displaying age-expected skills</b>. This means that he does not yet have the skills we would expect of a child his age. He <b>has the immediate foundational skills that are the building blocks to achieve age-appropriate skills</b>. (<i>It is possible to include a few functional skills as examples</i>).</li> </ul>
	2		<div style="display: flex; align-items: center;"> <div style="margin-right: 10px;">★</div> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="background-color: #fce4d6; padding: 2px 5px;">AE</div> <div style="background-color: #fff9c4; padding: 2px 5px;">IF</div> <div style="background-color: #e1bee7; padding: 2px 5px;">F</div> </div> </div> <ul style="list-style-type: none"> <li>At # months Calvin, shows <b>occasional use of some immediate foundational skills</b> that will help him move toward age-appropriate skills. <b>More</b> of his functioning displays <b>earlier skills</b> in the area of (<i>outcome</i>).</li> <li>Relative to same age peers, Calvin is showing <b>some immediate foundational skills</b>, but has <b>more skills that developmentally come in earlier</b> in the area of (<i>outcome</i>).</li> <li>For a # month old little boy, Calvin <b>occasionally uses immediate foundational skills</b> but has a <b>greater mix of earlier skills</b> that he uses in the area of (<i>outcome</i>).</li> <li>Overall in this outcome area, Calvin is <b>just beginning to show some immediate foundational skills</b> which will help him to work toward age appropriate skills.</li> </ul>
	1	Not Yet	<div style="display: flex; align-items: center;"> <div style="margin-right: 10px;">★</div> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="background-color: #fce4d6; padding: 2px 5px;">AE</div> <div style="background-color: #fff9c4; padding: 2px 5px;">IF</div> <div style="background-color: #e1bee7; padding: 2px 5px;">F</div> </div> </div> <ul style="list-style-type: none"> <li>Relative to same age peers, Calvin has the <b>very early skills</b> in the area of (<i>outcome</i>). This means that Calvin has the skills we would expect of a <b>much younger child</b> in this outcome area.</li> <li>For a # month old little boy, Calvin's shows early skills in the outcome area. He does not yet show age expected skills or the skills that come right before those.</li> </ul>



# Additional Stakeholder Input



- IFSP field test: September – October 2010
- IFSP Public comment period: December 2010
- Pilot of ISFP, IFSP TA Guide, training modules, and other forms/guidance: May – August 2011
- End of ARRA Meeting, identifying training/TA needs: August 2011

# Challenges and Opportunities



## Challenges:

- Engaging partners from other systems into the process
- Goes live October 1

## Opportunities

- Helping to build local leadership
- Continued use of stakeholder input
- Collaboration with school districts

# Benefits



- There is an overarching purpose to early intervention
- Better able to explain early intervention
- Better able to support a diverse set of service providers across the state
- Change in service provision
- Streamlined process