Self-Assessment: Use of Key Practices Underlying the IEP Process

**Practices Summary Worksheet**

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

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| **First Contacts with Families from Referral to Evaluation** |

| **Practices** | Check group decision |
| --- | --- |
| Not implemented | Needs Improvement | Implemented Well |
| 1. Ensure a smooth transition for children exiting Part C/Early Intervention.
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| 1. Become acquainted and establish rapport with the family for all referrals.
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| 1. Begin with a conversation to understand family priorities and concerns.
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| 1. Describe preschool special education as a system of educational services for children are eligible.
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| 1. Determine next steps in the referral process with the family.
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| Specific Practices Targeted for Improvement: |

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| **Evaluation/Assessment and Eligibility Determination** |

| **Practices** | Check group decision |
| --- | --- |
| Not implemented | Needs Improvement | Implemented Well |
| 1. Explain the broad purposes and process of evaluation/assessment for the child’s eligibility for preschool special education services, and if eligible, Individualized Education Program (IEP) development.
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| 1. Review information regarding the child’s skills, knowledge, behavior, and interactions within the family’s everyday routines and activities.
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| 1. Evaluate and assess the child’s early learning and functional skills, including needs, interests and preferences.
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| 1. Determine if the child is eligible for preschool special education services.
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| Specific Practices Targeted for Improvement: |

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| **Development of the Individualized Education Program (IEP)** |

| **Practices** | Check group decision  |
| --- | --- |
| Not implemented | Needs Improvement | Implemented Well |
| 1. Establish a welcoming and respectful climate for family members and caregivers as well as members of the IEP team.
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| 1. Review the purpose and process of the IEP meeting.
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| 1. Review information collected during referral and early contacts with the family to identify their concerns, interests and priorities.
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| 1. Review the child’s current knowledge, skills, and previously gathered information.
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| 1. Collaboratively develop IEP goals to address the child’s identified needs and promote positive developmental outcomes.
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| 1. Collaboratively plan and put in writing activities, services, and supports to address goals and enhance participation and learning with typically developing peers.
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| 1. Identify the criteria, procedures and timelines for determining progress toward achieving each goal.
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| 1. Ensure the family understands their rights to access information and services within the IEP process.
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| 1. Identify the team member who will be the key contact person for the family.
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| Specific Practices Targeted for Improvement: |