

Self-assessment: Use of Agreed Upon Practices in Early Intervention

First Contacts with Families from Referral to the IFSP Meeting

1. Become acquainted and establish rapport.

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- Use communication styles and social behaviors that are warm and welcoming and respectful of family culture and circumstances.
- Ask what language the family usually speaks (mode of communication) and if any family members may want an interpreter. Explore their level of comfort with written documents.
- Balance the time listening to the family with sharing information.
- Let the family know that you are interested in exploring the family’s concerns and working with them to find solutions.

2. Engage in a conversation to find out why the family is contacting early intervention and to identify the next appropriate step in the referral process.

1. Not Implemented	2. Needs Improvement	3. Implemented
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- Use open-ended questions and/or comments such as “Why did you contact early intervention?” “What are your questions or concerns about Michael’s health and development?” “If someone suggested that you call us, what were his/her concerns?” “What kind of information would be most useful to you?”
- If the child has a diagnosis, ask questions such as: “What has your doctor/nurse told you about Michael’s diagnosis?” “What questions do you have about the diagnosis? “What questions or concerns do you have about how it might affect your child and family?” “How did you feel when you heard the diagnosis?”
- Listen for developmental “red flags” indicating an appropriate referral or a diagnosis that would make a child automatically eligible.
- Consider whether a child’s development sounds typical enough that a screening may be a good idea before the full evaluation and assessment.
- If a decision is made that early intervention is not appropriate at this time, explain that the family can contact the early intervention program any time up until the child turns three years old. Offer a follow-up periodic screening program, if one is available.
- Share with the family other appropriate community resources or services.

3. Describe early intervention as a system of supports and services for families to help them facilitate their child’s learning and development, and successful participation in family and community activities.

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- Discover family members’ personal preferences for sharing and receiving information.
- Describe and provide information in writing to families on the following:
 - The general purpose of the early intervention program (to help families support their child’s development and learning through everyday learning opportunities).
 - The rationale for services in natural environments (infants and toddlers learn best through everyday experiences and interactions with familiar people in familiar contexts).
 - The 3 global child outcomes (see footer below) programs seek to achieve for all children and that are measured for accountability and program improvement: building positive relationships, acquiring and using knowledge and skills, and learning appropriate ways to get their needs met during the course of everyday activities.
 - How the 3 global outcomes reflect the overall goal of early intervention (“...To enable young children to be active and successful participants during the early childhood years and in the future in a variety of settings – in their homes, in child care, in preschool, and in the community”).
 - How the 3 global outcomes can be used as a framework for designing strategies to help children successfully participate in natural learning opportunities.
 - How data from the measurement of the 3 global outcomes will be used in the aggregate at the federal level to determine the effectiveness of early intervention programs
 - How data from the measurement of the 3 global outcomes can be used at the state and local level to improve programs.
- Explain how children and families are eligible.
- Offer information in multiple formats.
- Explain how children learn best through everyday experiences and interactions with familiar people in familiar contexts. Explain how services work to support caregivers in making the most of the many learning opportunities.
- Explain how family members are “experts” in understanding their child and family circumstances and interests.
- Use the family’s interests and concerns to offer concrete examples of how a service provider might work with the child and family.
- Explain that the early intervention program has rules and procedures that providers must follow.
- Show the family the location of the procedural safeguards written in the program materials and tell them that you’ll review these at different points in the process.
- Describe the kinds of information that will be important in the assessment process.
- Ask families to begin thinking about their child’s behavior within the context of the 3 global outcomes (e.g., within everyday routines, how the child relates to adults and other children, how he or she figures things out and solves problems, how the child takes action to meet his or her own needs.)
- Explain confidentiality. Make sure that the family knows that they should only share information they are comfortable sharing.

4. As applicable, conduct a developmental screening.

1. Not Implemented	2. Needs Improvement	3. Implemented
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- Follow federal regulations and state and local procedures about providing written prior notice and obtaining consent for screening. Always explain the meaning and intent of pertinent procedural safeguards.
- Ask engaging questions that invite the family to share their thoughts and concerns about their child’s development.
- Explain that there is an age range when children learn certain skills and abilities and that screening is a quick way to determine how a child is doing.
- When implementing a screening protocol clearly describe the process with the family.
- Talk with families about what the screening is showing and ask for their observations of their child’s behavior or other information they want to share.
- Come to agreement on the results of the screening and what the next steps should be.
- If the screening shows no concerns and the family does not want their child to be evaluated, describe other available community resources, as appropriate.
- Explain that the family can contact the early intervention program any time up until the child turns three years old. Offer a follow up periodic screening program, if available.
- Leave the family with necessary information, such as how to contact the early intervention program, resources on developmental milestones, and information about other community resources.
- Follow state and local protocols about notifying the referral source about action taken on referral.

5. For children proceeding to evaluation/ assessment, explain the purpose and process, including the importance of gathering information about their child and their family’s concerns, priorities, and resources.

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- Explain the voluntary nature of a family-directed assessment, and how family information can be used to know who to involve and how to conduct an appropriate evaluation/assessment.
- Plan with the family how to address relevant individual, cultural, and linguistic characteristics that may influence assessment.
- For families who elect to participate in the family-directed assessment, describe how an interview and an assessment tool will be used to gather family information.

6. Begin gathering information about the family’s everyday routines and activities and the child’s behavior and interactions with others in those contexts.

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- Use an interview protocol and assessment tool to ask open-ended questions such as: “What activities do you and your child do throughout the day or a typical week?” “Describe how your child participates in those activities.”
- Ask strengths-and interest-based questions such as “What activities go very well?” “What do you like to do together?” “What do you wish you could do together?”

- Ask questions about activities the family might find challenging such as “What’s a tough time of the day or activity for you? “How does your child behave and interact with others in these challenging activities?”
- Use prompts and observations to encourage the family to describe their child’s engagement/participation, social interactions, use of knowledge and skills, and how the child gets his or her needs met in various routines and activities.
- Reflect on the emotions the family members expresses to demonstrate acceptance of feelings, such as “that sounds frustrating” or “that sounds like everyone had fun”.

7. Discuss with the family the formal and informal supports they use or would like to use.

1. Not Implemented	2. Needs Improvement	3. Implemented
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- Ask open ended questions such as: “Who’s important to your child and other members of your family?” “Who do you call on for help?” “Who do you see regularly? Consider friends, relatives, members of your faith community or other community activities that you engage in.”
- Ask the family members if they would like to be put in contact with other families in early intervention or family organizations that offer support.
- Inquire about formal services and other community programs the family uses or may wish to use (e.g., medical, social services, Medicaid, recreation, place of worship).

8. Explore and identify the roles that the family may want to play in their child’s evaluation and assessment process.

1. Not Implemented	2. Needs Improvement	3. Implemented
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- Describe and discuss the evaluation and assessment process.
- Discuss who the family would like to include in the evaluation and assessment process.
- Explain that there are age ranges when most children learn certain skills and develop their capability to do things.
- Explain that the assessment may not reveal everything that the child can do and that their observations of the child’s behavior in normal routines will help create an accurate picture of his or her skills.
- Use screening and family information to identify the team members and assessment styles to fit the needs and interests of the child and family.
- Schedule times and locations that are convenient to the family.
- Help the family decide how they want to participate in their child’s evaluation and assessment, e.g., assistant, facilitator, observer, assessor. Give concrete descriptions of the various ways they might participate using other families’ scenarios as examples.
- Make a list with the family of specific questions they would like to have answered.

9. Provide written prior notice along with all the procedural safeguards, and ask the family to sign consent for evaluation and assessment and release of medical or other records.

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- Explain that, just as the early intervention program cannot share information about the family without permission, it also needs the family’s permission to ask other programs for information about their child and the family.
- Explain prior notice and review all the rights and procedural safeguards with the family, asking if they have any questions such as, “Is this clear and understandable?” “Do you have any questions about why we need to do it this way?”

10. Evaluate and assess the functional needs and strengths of the child.

1. Not Implemented	2. Needs Improvement	3. Implemented
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- Use multiple assessment procedures that ensure collaboration among the family and providers, including supporting the family to participate in the way they choose.
- Clarify because of time and protocol constraints, all skills, especially those that are emerging, may not be observed during the evaluation. Emphasize that information families share about their child’s skills is very important since they see their child in multiple settings and over time.
- Observe the child’s behaviors in typical routines and activities.
- Use assessments that capture information about the child’s social relationships, use of knowledge and skills, and taking actions to get her needs met.
- Capture information about the child’s interests and engagement in his daily routines.
- Give equal weight to the family’s observations and reports about their child’s behaviors, learning, and development. Incorporate the family’s and other care giver’s description of the child’s behavior and skills across settings and situations in the evaluation.
- Throughout the assessment process, reflect with the family about observations of how their child relates to others, uses knowledge and skills, and gets his or her needs met.
- Throughout the assessment process, observe and ask the family about their teaching and learning strategies with their child.
- Offer compliments about how the family uses specific strategies that support the child’s learning. Use concrete examples of how the family supported the child’s skills during assessments.
- 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.
- Confirm that the family understands the process and results and record the findings.

11. Determine if the child is eligible and explain and provide prior written notice.

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- Describe and discuss eligibility for the program.

- In order to make the eligibility decision, review and summarize findings, sharing perspectives among the team, which includes the family.
- If the team determines that the child is eligible, provide written prior notice for the eligibility decision and an invitation to the IFSP meeting.
- If the child is not eligible, assure that the family understands the basis for the decision and determine if they agree with it, provide written notice for the eligibility decision, including procedural safeguards, and explain the process for filing a complaint if they disagree with the decision.
- If the child is not eligible, discuss and give information about available community resources, developmental milestones, and contacting the early intervention program in the future.

12. Describe the purpose and process, of the initial IFSP meeting, including a thorough explanation of the IFSP document.

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- Explain that the family is an equal member of the early intervention team.
- Explain the various roles that the family might play in the meeting and explore how the family chooses to participate (e.g., facilitator).
- Ask the family who they would like to invite to the meeting.
- Schedule times and locations that are convenient to the family.
- Describe the IFSP document as a dynamic plan, developed by the team that guides the provision of family-centered early intervention supports and services based upon the changing needs of the child and family.
- Provide written notice to the family and other participants early enough to the meeting date to ensure that they will be able to attend.

The IFSP Meeting

1. Establish a welcoming and respectful climate for family members and caregivers as equal members of the IFSP team.

1. Not Implemented	2. Needs Improvement	3. Implemented
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- Introduce all present as equal team members with essential input to share throughout the meeting.
- Clarify roles, e.g. service coordinator, facilitator, and note-taker, as well as purpose for attendance.
- Encourage all team members to learn together, share observations, raise questions, and develop a functional plan.
- Avoid the use of jargon or explain what it means, so that everyone at the meeting understands terms that are used.
- Tailor interactions to the unique learning preferences and modes of communication of each adult.

2. Review the purpose and process (agenda) of the IFSP meeting. Review the IFSP document as a dynamic plan that will guide the provision of supports and services.

1. Not Implemented	2. Needs Improvement	3. Implemented
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- Explain the purpose of the IFSP meeting (to identify individualized outcomes for their child, based on their priorities, and to determine the supports, services and strategies to achieve those desired outcomes).
- Explain the meeting process thoroughly.
- Emphasize the family's role as an equal team member in developing the IFSP and in implementing, evaluating, and revising it over time.
- Remind families the 3 global outcomes were assessed as part of the evaluation process.
- Explain how the 3 global outcomes that the program is trying to achieve for all children relate to the individual IFSP outcomes the team identifies specifically for their child.
 - Use a concrete example: "During the assessment process, you said you want Johnny to sit at the table with your family and eat finger foods. If we pick that as an IFSP outcome to work on today, it will be one way Johnny is learning how to appropriately get his needs met."
- Explain the IFSP discussion will generate a description of the child's level of functioning in the 3 global outcome areas.
 - Note that future IFSP meetings will review the child's functioning in the 3 global outcomes.
 - Explain that comparing the child's functioning at each IFSP meeting will reflect the child's progress.
- Describe how each child's progress is tracked. Explain that for program evaluation, data on individual children will be combined and used in the aggregate to:

- Meet federal reporting requirements; and
- Evaluate the effectiveness of the EI program.

3. Collaboratively review information collected during early contacts regarding family concerns, priorities, and resources.

1. Not Implemented	2. Needs Improvement	3. Implemented
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- Review and update family concerns, priorities, and resources in the context of the families' day-to-day life.
- Allow time for all of the team members to understand information from the family's perspective.
- Determine if there are any additional family needs or interests that the IFSP should address.

4. Collaboratively review information gathered previously about the child's health, development, and learning.

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- Review and update health information pertinent to the child and the provision of early intervention support and services.
- Review the child's unique abilities, emerging skills, and engagement or participation in various routines and activities.
- Highlight information about how he/she relates to others, uses knowledge and skills and gets his/her needs met in these activities.
- Assure that the synthesis (report) of present levels of the child's development across all domains is functional and focused on skills, strengths, and behaviors rather than a recap of test scores.

5. Discuss, summarize and record information needed for completion of the entry Child Outcomes Summary (COS).

1. Not Implemented	2. Needs Improvement	3. Implemented
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- Summarize all assessment information by describing how the child functions, across situations and settings, in the 3 global outcomes: relating to others, using knowledge and skills, and taking actions to get his or her needs met.
- For each of the 3 global outcomes, discuss the extent to which the child demonstrates skills and behaviors that are expected for the child's age.
- Determine a 'concluding statement,' corresponding to the COS 7-point rating scale, that best describes the child's level of functioning for each of the 3 global outcomes (such as, 'For a 20 month old child, Calvin has many skills expected of his age but he also demonstrates some skills slightly below what is expected at this age in the area of social relationships').
- Identify and record examples of the child's skills and behaviors that support the concluding statement for each of the 3 global outcomes.
- Complete the COS (depending on policy or guidance), and determine the appropriate level on the COS 7 point rating scale at the IFSP meeting (or very soon thereafter).

6. Collaboratively identify and write functional IFSP outcomes to be achieved for the child and the family.

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- 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.
- Talk with the family about the many ways they support language (pre-literacy) development through their daily activities.
- Consider outcomes or strategies to further support pre-literacy interests.
- Discuss the family outcomes that they want to include.
- Prioritize potential outcomes and choose which to work on first.
- Discuss what can be reasonably achieved in an agreed upon time frame.
- 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. For example: “When playing on the floor, Abby will crawl to get toys out of her reach, so she can play more independently.”

7. Collaboratively plan and write strategies/activities, services, and supports to address outcomes and enhance participation and learning in natural environments.

1. Not Implemented	2. Needs Improvement	3. Implemented
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- When developing strategies, activities and methods reinforce the positive, emphasize how caregivers and providers will work together, and indicate who will do what.
 - What is the family already doing?
 - What are the child’s and family’s interests?
 - What family and community routines and activities could provide learning opportunities?
 - What are the activities the family would like to participate in or try?
 - What informal supports and/or services are needed to enhance participation and eliminate barriers or difficulties the family is experiencing or anticipating?
- Identify strategies/activities that enhance the child’s natural learning opportunities; use toys, materials, interactions, and locations that are familiar and of interest to the child and family.
- Incorporate family strengths into strategies and activities that the family is comfortable implementing or put in place plans how to build those skills.
- Discuss and identify the informal supports and community services which can be used to address each outcome.
- Identify the primary service provider.
- Determinate the involvement and role of other team members, family, friends and/or community supports and services in addressing each outcome.
- Consider the need for assistive technology or other adaptations to enhance the child’s participation in targeted daily routines and activities.
- Finalize and list the formal early intervention services that the team decided upon, specifying frequency, intensity, and funding sources.

- List other formal services (beyond early intervention services) needed to meet outcomes.
- Review the balance of services and activities to determine if, as a whole, they support the family’s everyday life or overwhelm the family.
- Remind the family and other team members that the family can accept or reject any service at any time and still participate in other early intervention services.

8. Identify the criteria, procedures, and timelines used to determine progress toward achieving each outcome.

1. Not Implemented	2. Needs Improvement	3. Implemented
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- Ensure inclusion of measurable, functional criteria that any team member could use to review progress toward achieving each outcome.
- Use family-friendly language and verify the family understands in a supportive manner.
- Emphasize the critical role that families and caregivers play in sharing information with other team members about the status of progress made in achieving outcomes.

9. Provide justification of the extent, if any, to which services will not be provided in a natural environment.

1. Not Implemented	2. Needs Improvement	3. Implemented
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- If the team decides that a specific child outcome cannot be met in a natural environment, write a sufficient justification.
- Make sure the justification includes a plan for how to generalize the child’s behaviors from the non-natural environment back into other settings at home or in the community once the specific outcome that could not be met in the natural environment is achieved.
- If services are provided in an exclusive/restricted environment, discuss plans for moving services to a natural environment.

10. Identify transitions that the child and family may be facing and identify useful supports.

1. Not Implemented	2. Needs Improvement	3. Implemented
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- Assure that the family understands the timeframe for transition from early intervention and when transition planning should occur.
- If transition is eminent, develop a transition plan that includes steps and services to ensure a smooth transition, as appropriate.

11. Identify the team member who will provide ongoing service coordination or explain that the primary service provider will also assume service coordinator responsibilities.

1. Not Implemented	2. Needs Improvement	3. Implemented
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- Assign the service coordinator, based on state and local model of service coordination.
- Assure that the family has appropriate contact information and a good understanding of service coordination
- Explain how the family may ask for a change in service coordinator, if state policy and procedures address this issue.

12. Ensure the family understands relevant procedural safeguards and next steps.

1. Not Implemented	2. Needs Improvement	3. Implemented
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- Provide written prior notice about the service to be initiated (or refused, if any); provide / explain procedural safeguards, including the complaint procedures in case the family disagrees with services offered or refused.
- Obtain written consent for IFSP services that the family agrees to.
- Remind families they can withdraw consent and/or ask for another IFSP meeting at any time.
- Discuss the “timely” initiation of services.
- Make sure the family understands that changes can be made to the IFSP as needed.
- Give the family reports, records, and copies of the IFSP.
- Discuss confidentiality and family access to educational records.
- Agree upon next steps for all team members to begin services in a timely manner.

On-Going Intervention Practices

1. Build on or establish trust and rapport.

1. Not Implemented	2. Needs Improvement	3. Implemented
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- Before each visit, reflect on your own beliefs and values and how they might influence your suggestions and strategies with this particular family or caregiver.
- Use communication styles and social behaviors that are warm and welcoming and respectful of family culture and circumstances.
- Conduct yourself as a guest in the family's home or caregiver's setting.
- Respectfully provide complete and unbiased information in response to requests or questions.
- Be credible and follow through on plans you made with the family.
- If you don't know the answer to a question, tell the family you do not know but will find out for them. Tell them when you will get back to them with the information.

2. During the first visit, review the IFSP and plan together how the time can be spent.

1. Not Implemented	2. Needs Improvement	3. Implemented
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- Describe the practical aspects of a visit and what the family or caregiver can expect. For example: the length of the typical visit, that other people are always welcome at the family's invitation, the variety of places in which visits can occur, the program's cancellation policy, etc.
- Describe examples of visits in various home and community settings where the family participates. You might want to offer to share clips from commercial videos or those produced by your program.
- Invite the family to reflect on their experience with the IFSP process to date and share any concerns or questions.
- Review the IFSP document.
- Consider each agreed upon outcome – is it what the family is still interested in; prioritize again, if necessary, where to begin; change wording if needed; provide any explanations to help family understand purpose, etc.
- Discuss how IFSP outcomes, activities, and strategies can be a starting place for each home visit.
- Clarify who will work on each IFSP outcome – family, friends, other caregivers, service providers.
- Talk about community activities and events that can be used to support practice and mastery for the specific IFSP outcomes.
- Provide information about family-to-family support and parent groups that are available.

3. For on-going visits, use the IFSP as a guide to plan how to spend the time together.

1. Not Implemented	2. Needs Improvement	3. Implemented
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- Begin each visit by asking open-ended questions to identify any significant family events or activities and how well the planned routines and activities have been going.
- Ask if there are any new issues and concerns the family wants to talk about. Explore if these concerns need to be addressed as new IFSP outcomes; if so, plan an IFSP review.
- Decide which IFSP outcomes and activities to focus on during the visit.

4. During all visits, participate with the family or other caregivers and the child in the activity and/or routine as the context for promoting new skills and behaviors.

1. Not Implemented	2. Needs Improvement	3. Implemented
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- Offer a variety of options to families for receiving new information or refining their routines and activities, such as face-to-face demonstrations, video, conversations, written information, audios, CDs, diaries, etc.
- Gather any needed toys and materials and begin the selected activity or routine.
- Listen, observe, model, teach, coach, and/or join the ongoing interactions of the family and child.
- Use a variety of consulting or coaching strategies throughout the activity (to address IFSP outcomes, support the family, and facilitate ongoing monitoring of progress), including: observing, listening, attending, acknowledging, expanding, responding, probing, summarizing, etc.
- Encourage the family to observe and assess the child's skills, behaviors, and interests, a continual part of on-going functional assessment. For example, ask the family if behaviors are typical, if they've seen new behaviors (suggesting emerging skills), or how much the child seems to enjoy the activity.
- Discuss and record family observations, on-going assessment information and note progress related to the 3 global outcomes.
- Reflect with the family on what went well, what they want to continue doing and what they would like to do differently.

5. Jointly revise, expand, or create strategies, activities or routines to continue progress toward achieving IFSP outcomes and address any new family concerns or interests.

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- Having listened throughout the visit, reflect on what you have heard that may suggest new outcomes or activities; explore with the family if this is something they want to address soon.
- Support and encourage family decisions.
- Focus recommendations on promoting the child's participation in everyday family and community life.
- Explain the "why" behind recommendations that you make so the family understands what to look for and do.

- Together, plan next steps and/or revise activities and strategies to build on the child and family’s interests, culture, enjoyment, strengths and, to the extent appropriate, move the child toward age expected skills and behaviors.
- Consider any adaptations and augmentations to toys, materials, or environments that are necessary for success.
- 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 (consultation, information, co-visit, etc.)

6. Modify the IFSP to reflect changes in supports, strategies, activities, or routines.

1. Not Implemented	2. Needs Improvement	3. Implemented
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- Identify community activities and informal supports that will assist the outcomes and activities to be achieved.
- Facilitate referrals and provide any needed assistance, adaptations, or support for the family and the child to participate in desired community activities.
- Plan what early intervention and other services and supports are needed to help the child succeed and make progress.
- Update the IFSP to reflect any changes in strategies, supports, activities or referrals.
- Plan an IFSP meeting to review the IFSP if significant changes are needed (adding outcomes, or changing services, frequency, or intensity).

7. Prepare and assist with formal reviews and revisions of the IFSP.

1. Not Implemented	2. Needs Improvement	3. Implemented
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- Minimally, at 6 months and annually, and any other time the family/provider team wants to make significant changes to the IFSP, plan the Review meeting with the family.
- Review with the family questions, recommendations, or suggestions they wish to discuss with other service providers.
- Decide with the family the agenda for the meeting and their preferred role(s), including who should facilitate.
- Determine together who should be included in the “formal review meeting”, when and where the meeting should occur.
- Explain and provide written prior notice for the review meeting.
- Conduct the review meeting and evaluate progress toward IFSP outcomes. Ensure all IFSP outcomes, services, and supports are still needed, current, and accurate. Make additions and revisions as needed.

8. During an annual review, depending on State and local policy and guidelines, discuss, summarize and record information needed for completion of the Child Outcomes Summary (COS).

1. Not Implemented	2. Needs Improvement	3. Implemented
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- Summarize all assessment information by describing how the child functions, across situations and settings, in the 3 global outcomes.
- For each of the 3 global outcomes, discuss the extent to which the child demonstrates skills and behaviors that are expected for the child's age.
- Determine a 'concluding statement,' corresponding to the COS 7-point rating scale, that best describes the child's level of functioning for each of the 3 global outcomes (such as, 'For a 20 month old child, Calvin has many skills expected of his age but he also demonstrates some skills slightly below what is expected at this age in the area of social relationships').
- Identify and record examples of the child's skills and behaviors that support the concluding statement for each of the 3 global outcomes.
- Complete the COS (depending on policy or guidance), and determine the appropriate level on the COS 7 point rating scale at the IFSP meeting (or very soon thereafter).

9. Prepare families for transition out of Part C services.

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- Early in the relationship with the family have conversations about what they want for their child's future after the early intervention program ends.
- At formal 6 month/annual IFSP reviews share written information about the "transition process" and options (no services, community services, and Part B services) and describe that early intervention services end at age three.
- By no later than the child's second birthday, have conversations about the types of programs, places, and activities the family would like their child to participate in at age three.
- Discuss and share information about ALL options available to children and families at age three.
- Provide written information about these options or assist the family as needed to explore and visit these options.
- Jointly review the IFSP and revise/add IFSP outcomes and strategies based upon the above discussions.
- Develop a transition plan which includes the steps and services to prepare the child and family for success after early intervention.

10. Explain and follow the regulations, timelines, and procedures for transition plans, planning conferences, and data collection.

1. Not Implemented	2. Needs Improvement	3. Implemented
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- Help the family prepare for any formal evaluations the child may need.
- Assist in arranging the transition conference with the program staff who may be working with the child after age three.

- Assist the family to find on-going family support if needed.

11. During a last visit or team meeting, discuss, summarize and record information needed for completion of the exit Child Outcomes Summary (COS).

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- a. Summarize all assessment information by describing how the child functions, across situations and settings, in the 3 global outcomes.
- b. For each of the 3 global outcomes, discuss the extent to which the child demonstrates skills and behaviors that are expected for the child's age.
- c. Determine a 'concluding statement,' corresponding to the COS 7-point rating scale, that best describes the child's level of functioning for each of the 3 global outcomes (such as, 'For a 20 month old child, Calvin has many skills expected of his age but he also demonstrates some skills slightly below what is expected at this age in the area of social relationships').
- d. Identify and record examples of the child's skills and behaviors that support the concluding statement for each of the 3 global outcomes.
- e. Complete the COS (depending on policy or guidance), and determine the appropriate level on the COS 7 point rating scale at the IFSP meeting (or very soon thereafter).
- f. Acknowledge feelings about ending the relationship with this family and help to focus on a positive future as the child and family move on.
- g. Celebrate with the family or caregiver the accomplishments and joys they have experienced with their child.

Appendix: Genesis of the Self assessment: Use of Agreed Upon Practices in Early Intervention

Evidence base and intent:

This draft document is based on ***Agreed Upon Practices for Providing Early intervention Services in Natural Environments(2008)***, a consensus document developed by a Workgroup on Principles and Practices in Natural Environments (February 2008) Sponsored by a OSEP TA Community of Practice- Part C Settings. The original documents are available from:
<http://www.nectac.org/topics/families/families.asp>

Agreed Upon Practices provides the evidence base for the new draft. It reflects practices validated through several research, model demonstration and outreach projects whose developers were part of the work group. Practices are model neutral rather than endorsing any specific model or approach. The practices reflect consensus opinion of the work group members. The practices suggest a flow of activities that need to occur during the IFSP process from first contacts through transition. They are not intended as a sequential “checklist.” There will be variations in implementation due to state and local procedures.

Integrating Child Outcomes Measurement into an Effective IFSP Process was drafted by Hurth & Rooney (2010) in alignment with recommendations by the Outcomes Think Tank, sponsored by NECTAC and ECO. This version of the document added practices and descriptive bullets to show natural opportunities during the flow of the IFSP process where the outcomes measurement work can be done. The steps are based on use of the ***Child Outcomes Summary Form (COSF)***.

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