Resources and Activities to Integrate the Child Outcomes into the IEP Process

IEP Process	Activities	*Examples*	Resources
Transition from EI			
Transfer of records occurs, with consent, and includes IFSP, assessment information, exit Child Outcomes Summary (COS) information (+related information)	• Develop procedures to ensure that exit Child Outcomes Summary form is transferred (with consent). • Develop procedures to enhance collaboration between Part C and Part B to ensure better transfer of records.	1. *The transition of records includes information needed to assist with the COS entry rating into Part B (IFSP, assessment information, exit COS and related information).* 2. *Learn/understand about Part C timelines.*	
Part C exit COS is considered in the entry rating to Part B.	• Develop prompts to help practitioners to describe the continuing importance of the three global outcomes • Support practitioners in using the three global outcome areas as a framework for discussion by reviewing and potentially revising the process for considering Part C information during Part B entry.	1. *Part C exit COS and related information is considered in the Part B entry COS.*	
Other:			
Identification/Referral			
Information about the 3 global outcomes is infused into the process of information gathering throughout child identification and referral.	• Review and revise child identification and referral procedures to include child outcomes as a framework for child gathering information throughout child identification and referral. • Review and revise forms and processes to include prompts to gather information about the child in the three outcome areas during child identification and referral. • Develop talking points and prompts for practitioners responsible for child identification and referral response to gather some basic, additional information about the parent's (or referral source's) concern about the child according to the three outcome areas. • Provide training to practitioners responsible	1. *Would you describe highlights of your child's typical day?* 2. *Tell me about what he does with the toys he plays with most often?*	**Delaware Building Blocks** http://www.doe.k12.de.us/infosuites/students_family/buildingblocks/delawaremanual20111028.pdf This manual was updated in 2011 and contains information for the professionals responsible for collecting and reporting child outcomes data. **In Section 3,** there is information to support professionals to integrate the child outcomes measurement into the IEP process. **Idaho Parents Unlimited (IPUL) Early Childhood Outcomes page** http://ipulidaho.org/early-childhood-outcomes This webpage provides families with basic information about the transition from EI to ECSE, including how child outcomes are a part of ECSE.

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	for child identification and referral about the purpose and content of the child outcomes.		**Idaho Child Outcome Summary (COS) Intake Interview** http://ectacenter.org/eco/assets/docs/COSIntakeInterview.doc This worksheet provides an opportunity to gather information about the child's skills and abilities as well as parent concerns according to the three child outcomes during the intake process.

Describe the process and purpose of the 3 outcomes	• Review and revise the vision, mission, and principles of the program to ensure child outcomes are included. Use the national goal and principles for early childhood special education as appropriate.
	• Develop basic talking point about information related to the purpose of preschool special education and the expected outcomes.
	   o Coordinate with staff from Part C early intervention program to develop talking points that are consistent/ aligned with each other.
	• Develop basic talking points about the process and purpose of the 3 child outcomes.
	• Review and revise informational brochures to include information about the child outcomes.
	   o Coordinate with staff from Part C early intervention program to develop informational brochures that are consistent/ aligned with each other. This will help practitioners to explain the process and outcomes to families.
	• Develop additional resources (e.g., videos) as needed.
	•
		A vision of our program is to … support all children in reaching their potential within the 3 child outcomes…
		
		When we talk about the 3 outcomes we are referring to these 3 global outcomes….
		We know that the areas of a child's development are interrelated. We look at 3 big areas to give us an idea of a child's overall development...
			Child Outcomes Step by Step: http://ectacenter.org/eco/pages/videos.asp This video explains the content of the three outcome areas
			
			ID Child Outcomes Brochure: http://idahotc.com/Portals/13/Docs/meco/ECO_Parent_Brochure.pdf This resource offers basic information to explain the outcomes and ID procedures for gathering outcomes data as a part of the IEP process.
			
			Key Principles Underlying the IEP Process: Supporting Family Participation, Inclusive Practices and Positive Outcomes for Preschool Children with Disabilities http://ectacenter.org/~pdfs/knowledgepath/ifspoutcomes-iepgoals/Key_Principles_IEP_Process.pdf This document contains the overarching goal and the 7 key principles for preschool special education developed by the NECTAC Workgroup on Principles and Practices for the IEP Process.

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Gather/use assessment information from multiple sources, multiple settings (including preschool classrooms), over multiple times/observations.	• Provide training to practitioners about use of information from multiple sources. • Develop talking points for practitioners to use with families on the importance of using existing assessments, medical and other pertinent information. • Review/revise/develop guidance on how to use assessment information from multiple sources, over multiple times/observations during the rating process.	*All information available at this time is used and considered during the rating process. Plans are made to gather additional information as needed.*	**Maryland COS Worksheet** http://ectacenter.org/eco/assets/pdfs/ChildOutcomesSummaryWorksheetBlank.pdf This tool was developed for Part C, but may be useful for providers in 619 programs as well. It helps providers summarize information from multiple sources according to the three child outcome areas in order to complete outcomes measurement and to organize thinking for the development of the child's IFSP or IEP. **WA Note Taking Guide** http://www.del.wa.gov/publications/esit/docs/child_outcomes_ECO_notes_prompts.pdf This Part C document provides space for providers to organize information from multiple sources according to the three outcome areas. Information can then be used to complete the child outcomes measurement and to develop functional IFSP outcomes. While developed for a Part C program, it isn't specific to Part C, and may be useful to 619 providers as well.
Ensure information gathered at this stage is made available for the team to use for COS rating (e.g., Part C info, parent referral to 619, pre-referral info, screening, etc.)	• Develop procedures to ensure that information gathered during child identification and referral is made available to the team for use with the COS rating. • Review/revise/develop guidance on how to use assessment information from multiple sources, over multiple times/observations during the rating process. • Train staff on how to use information gathered to make a rating and how to incorporate the family (as part of the team) into the rating process.	*Information gathered is shared in a way that does not require families to repeat their story over and over and the information is available to all team members.*	
Other:	• Use videos to practice observation skills and to learn more about authentic assessment		**Colorado Results Matter Video Library:** http://www.cde.state.co.us/resultsmatter/RMVi

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	practices that lead to better child outcomes measurement and IFSP development.		deoSeries_PracticingObservation This segment of the video library offers video clips to practice observation, documentation and assessment skills. **California Desired Results Video Library:** http://www.desiredresults.us/resource_ob_vid_category.html This segment of the DRDP website also offers videos for practice in observation.
<td colspan="4" align="center">**Child/Evaluation and Assessment**</td>			
Probe for information on concerns in the three outcome areas.	• Develop probes on gathering information on strengths and concerns in the three outcome areas for practitioners to use when talking to families. • Provide training around working with families to gather information.	*Consider how concerns might impact all outcome areas. For example, you expressed concern that he's not talking like other 3 year olds.* *1. How is he communicating with you and others?* *2. Tell me about any words, phrases, or gestures he says regularly.* *3. How does he most often communicate his wants and needs with you and others?* *4. How does he act when others do not understand him?*	**Child Outcomes Summary (COS) Process Discussion Prompts** http://ectacenter.org/eco/assets/pdfs/COSFdiscussionprompts.pdf This document provides a few ideas for some types of questions or prompts that could be used to elicit conversation about a child's functioning with regard to the three global child outcome statements. The same information can be used for the development of high quality, functional IEP goals for the child and family. **Idaho Functional Strengths and Needs Worksheet** http://ectacenter.org/eco/assets/docs/FunctionalStrengthsNeedsCOS.doc This worksheet provides the opportunity to gather very simple yet effective information from families about a child's skills, behaviors, strengths and needs according to each of the three outcome areas.
Embed functional authentic assessment into conversations with families. Probe family for information	• Review and revise assessment procedures to include functional/authentic assessment procedures that gather information about a child's functioning in daily activities and	*…As part of the evaluation we'll look at …this is important for determining eligibility… In addition, and to help us*	**Developing High-Quality, Functional IFSP Outcomes and IEP Goals: A Training Package – Section 2 (Functional Assessment)** http://ectacenter.org/knowledgepath/ifspoutco

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about the child's functioning in daily routines and activities. Describe present levels in functional ways so statements can be used for IEP development and in COS rating.	routines across settings and situations. • Review and update evaluation and assessment procedures to support gathering information on present levels as well as functional information for all three-child outcomes. o Use crosswalks on ECTA website to evaluate how well represented each outcome area is in tools currently used, and use that information to plan additional methods for gathering functional information across settings and situations. • Provide training to practitioners responsible for evaluation and assessment about functional assessment procedures. • Provide training to practitioners around gathering functional information, along with academic and developmental information, that can be included in present levels and in the COS. • Develop example probes for practitioners to use when working with families around how to gather functional information that can be used to develop the IEP.	*understand your child's functional abilities, strengths, and needs we'll ask you about how he participates in day to day routines and activities. We think about your child's functional abilities – what he does – in terms of daily routines and these 3 global outcomes… we'll use these also as a framework to talk about your child's skills.* *1. Tell me more about opportunities your child has to be around other children or other adults.* *2. You mentioned going to the library. What does Galley do with books?* *It sounds like you're concerned that Amanda is a messy eater. Tell me more about how she eats and what she does with the spoon?*	mes-iepgoals/ifspoutcomes-iepgoals.asp This PPT provides the basics of functional assessment as the basis for gathering information from families about their child's abilities and their needs. There are handouts related to guiding questions that may be used to gather information from families. **ECTA Crosswalks** *http://ectacenter.org/eco/pages/crosswalks.asp* These documents cross-reference the functional skill assessed by various published instruments with the three child outcomes to assess the degree to which they measure the required outcomes.
Document supporting evidence for COS throughout assessment and evaluation process. Consider populating COS throughout the process.	• Review and revise evaluation and assessment procedures to include sending of information gathered in child identification and referral to practitioners responsible for evaluation and assessment. • Develop guidance on documenting supporting evidence for the COS or populating the COS throughout the assessment and evaluation process. • Review and revise procedures to include documenting supporting evidence for the COS process throughout the process of gathering information during assessment and evaluation.	*A system is in place to document information about the child's functioning across the three outcome areas throughout the evaluation and assessment process.*	**Idaho ECO Worksheet Teacher Observation ECO Worksheet Evaluations and ECO Data Collection Worksheet** http://idahotc.com/earlychildhood/Documents.aspx#96251-ieps These worksheets were offered at the Fall 2013 Institutes related to integrating outcomes into the IEP. Both offer the opportunity to consolidate information from multiple sources to inform the outcomes documentation and rating selection.

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Ensure COS is not completed too long after entry to preschool in an effort to reflect the child's function prior to special education services.	• Develop guidance and procedures that include information on when to complete the COS to ensure that an accurate reflection of child's functioning prior to special education services is reflected. • Embed the COS rating process into the IEP development process so that the rating is made before placement into special education services. • Consider making COS rating a part of IEP form that precedes goal development.	**Complete COS rating right before moving on to goal development.**	**Idaho IEP Forms:** • Outcome 1 IEP goal page- annual goal only (adjust for the number of outcome) • Outcome 2 IEP goal page- annual goal only (adjust for the number of outcome) • Outcome 3 IEP goal page- annual goal only (adjust for the number of outcome) • Outcome 1 IEP goal page- annual goal with benchmarks • Outcome 2 IEP goal page- annual goal with benchmarks • Outcome 3 IEP goal page- annual goal with benchmarks • Exit Child Outcomes Summary **Vermont IEP Forms:** • Vermont EEE-IEP Form • Vermont EEE-IEP Form with Examples These are VT's new early childhood IEP forms, with an example filled out.
Other:			
<td colspan="3" align="center">**IEP Development**</td>
Finalize COS as IEP team discusses Present Level of Academic And Functional Performance (PLAAFP), adjusting as needed.	• Review and revise IEP forms to include the COS summary and rating within the IEP process. Consider allowing this section to serve as the IDEA Part B required PLAAFP (while ensuring requirements are met). Ensure that information about how the child participates in appropriate activities is collected and included. • Review and revise procedures about the COS process and documentation to include within procedures for IEP development.	*A program organizes the IEP PLAAFP by the 3 global outcomes, incorporating information from all sources, including the child's strengths and needs which will lead to a culminating statement that defines the COS rating.*	**Vermont Preschool IFSP Training Workbook:** **IEP for EEE Training Workbook:** This resource walks through instructions for each page of the Vermont Essential Early Education (preschool) IEP, which includes the integrated outcomes measurement.

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	Include the purpose as well as instructions. • Provide training to providers responsible for IEP development on the purpose and documentation of the COS within the IEP.		
Age-anchor the child's development using tools that reference skills and behaviors associated with age-expected behavior.	• Review and revise procedures for age-anchoring the child's development using tools that reference skills and behaviors associated with age-expected behavior. • Develop guidance for both gathering sufficient information and use of information about child's behaviors. • Provide opportunities and time for team members to meet to share information about the child's functioning. • Link age-referenced tools to early learning standards. Consider developing a crosswalk of state early learning standards by the three global outcomes.	*Team members have a means to meet and share information about a child's functioning making sure they have sufficient information about the child's behaviors associated with each of the 3 global outcomes to compare to age expectations and to make rating decisions. Age anchoring information is included in the process.*	
Based on all information already gathered, the rating process is completed with the family or reviewed with the family.	• Assess current practices (at local, regional or state level) of family participation in the COS process. • Review and revise policies and procedures about including families in the rating decisions. Consider moving toward sharing results of the rating decision with families, or including the families in the discussions to determine the rating. • Determine whether the 7-point scale, or descriptor statements representing the 7 point scale, will be used within the IEP. • Develop talking points for providers responsible for IEP development to support effective communication with families about the child outcomes, the rating process and the meaning of the rating.	*As we talked earlier, in addition to considering your child's functioning relative to these 3 global outcomes we will identify with you how your child is functioning relative to other children his age. This information not only helps us help you support your child's development, it helps us understand how children benefit from participation in our program.*	**Developing High-Quality, Functional IFSP Outcomes and IEP Goals: A Training Package –** Section 3 (Integrating Functional Assessment and Outcome Measurement and IFSP Outcomes/ IEP Goals), Section 4 (Functional, High Quality IFSP Outcomes and IEP Goals) & Section 5 (IFSP Strategies to Meet Outcomes and IEP Objectives to Meet IEP Goals) http://ectacenter.org/knowledgepath/ifspoutcomes-iepgoals/ifspoutcomes-iepgoals.asp Section 3 provides specific information about how to use the information gathered in functional assessment for both the purpose of outcomes measurement and to develop IFSP outcomes. Sections 4 & 5 of the PPTs provide information about how to use the information gathered in functional assessment to develop high quality

IEP Process	Activities	*Examples*	Resources
			outcomes for children, and the strategies that will be needed to meet the outcomes. The module defines exactly what high quality outcome statements look like.
Establish functional and measurable IEP goals.	• Develop guidance on developing functional and measurable IEP goal that supports a child in meeting early learning standards and progress in the 3 global outcomes. • Develop guidance documents and training to explain the connection between the three global outcomes measured for OSEP and IEP goals written for an individual child.	*IEP goals help the child make progress in:* • *Positive social relationships,* • *Acquiring and using knowledge and skills, and* • *Using appropriate behavior to meet needs.*	**Developing High-Quality, Functional IFSP Outcomes and IEP Goals: A Training Package – Section 3 (Integrating Functional Assessment and Outcome Measurement and IFSP Outcomes/ IEP Goals), Section 4 (Functional, High Quality IFSP Outcomes and IEP Goals) & Section 5 (IFSP Strategies to Meet Outcomes and IEP Objectives to Meet IEP Goals)** http://ectacenter.org/knowledgepath/ifspoutcomes-iepgoals/ifspoutcomes-iepgoals.asp Section 3 provides specific information about how to use the information gathered in functional assessment for both the purpose of outcomes measurement and to develop IFSP outcomes. Sections 4 & 5 of the PPTs provide information about how to use the information gathered in functional assessment to develop high quality outcomes for children, and the strategies that will be needed to meet the outcomes. The module defines exactly what high quality outcome statements look like.
Other:			
Service Delivery			
A child's progress in each of the 3 global outcome areas is discussed with the family and other team members.	• Develop guidance that includes framing service delivery according the child outcomes, with a focus on successful participation in appropriate activities now and in the future. • Develop procedures for review that include reviewing the child's status according to the	*…remember when we talked about where Kelly is relative to other children her age. She is now climbing on the playground slide, using her spoon with minimal spilling, and making choices to tell us what she wants at meal times.*	**Developing High-Quality, Functional IFSP Outcomes and IEP Goals: A Training Package – Section 1 (Setting the Context)** http://ectacenter.org/knowledgepath/ifspoutcomes-iepgoals/ifspoutcomes-iepgoals.asp This PPT provides the context in which we understand how children learn, how adults

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	three outcome areas, in addition to reviewing individual child IEP goals. • Develop procedures for providers that include the expectation to use functional assessment procedures as part of ongoing progress monitoring, and summarize the child's progress, including new functional skills and behaviors, according to the three child outcomes. • Develop discussion prompts for providers to gather information from the family about the child's progress according to the three child outcomes, and their perceptions. • Revise IEP review forms to be organized by the three outcome areas. • Review and revise procedures to include an annual COS rating, to coincide with annual IEP reviews. Ensure the policies and procedures developed in previous sections about family involvement in the COS ratings include the exit COS as well as the entry COS. • Develop guidance on transitioning the child from the preschool IEP to the school age IEP (if there is a difference). • Develop training and guidance for Kindergarten teachers on the three global outcomes, if needed.	*She has definitely made progress in the outcome area "taking action to meet her needs."*	influence and support children's learning, and the implications on early intervention service delivery. **Vermont-Transition from EEE-IEP (preschool IEP) to School-Age IEP Guidance Memo** http://ectacenter.org/eco/assets/pdfs/EDU-Special_Ed_IEP_for_EEE_School_Age_Guidance.pdf This document provides options for preschool and elementary teams for transitioning the child from the preschool IEP, which integrates child outcomes measurement, to the school age IEP. The document also provides instructions and guidance on the timing of the exit Child Outcomes Summary.
Other:			