

## Resources and Activities to Integrate the Child Outcomes into the IFSP Process

IFSP Process	Activities	Examples	Resources
<b>Identification/Referral</b>			
<p><b>The 3 global outcomes are used as an organizing framework for first conversations with family.</b></p>	<ul style="list-style-type: none"> <li>• Review and revise child find and referral procedures to include child outcomes as a framework for child find and referral activities.                             <ul style="list-style-type: none"> <li>• For referral sources, ensure that they understand the purpose of Part C is to support families in maximizing their child’s development in the community they are part of. The child and family outcomes are how we organize that support.</li> <li>• For families, include all of the above, and include the message that Part C will support them in these overarching child and family outcomes as well as their child and family’s individualized needs.</li> </ul> </li> <li>• Review and revise forms to include prompts to gather basic information about the child in the three outcome areas during child find and referral.</li> </ul>	<ol style="list-style-type: none"> <li>1. <i>How does he get along with his brothers and sisters?</i></li> <li>2. <i>Tell me about what he does with the toys he plays with most often?</i></li> <li>3. <i>How does he typically move around the house?</i></li> </ol>	<p><b>Child Outcomes Step by Step Video:</b>  <a href="http://ectacenter.org/eco/pages/videos.asp">http://ectacenter.org/eco/pages/videos.asp</a>                      This video gives an overview of the three child outcomes.</p> <p><b>Virginia The Decision Tree – Child Indicator Seeds of Success: Tips for Engaging Families in Child Indicator Discussions</b>  <a href="http://www.veipd.org/main/pdf/decision_tree/The%20Decision%20Tree_Jan%202014%20Update.pdf">http://www.veipd.org/main/pdf/decision_tree/The%20Decision%20Tree_Jan%202014%20Update.pdf</a>                      This resource offers quick tips for talking with families in order to gather information, beginning with first contacts with families.</p> <p><b>Illinois Bri IFSP Video – Chapter 3.1 – Child Outcomes</b>  <a href="https://www.youtube.com/watch?v=cSX52lnYT7s">https://www.youtube.com/watch?v=cSX52lnYT7s</a>                      This video shows how a team explains the three outcomes to a family, and responds to their concerns about what the outcomes are and why they are measured.</p>
<p><b>Triggering probes about the child’s functioning in the 3 global outcome areas are used when discussing the reason for referral.</b></p>	<ul style="list-style-type: none"> <li>• Develop talking points and prompts for providers responsible for child find 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.</li> <li>• Develop procedures to ensure that information gathered during child find and referral is passed on to the next provider in the IFSP process.</li> <li>• Provide training to providers responsible for child find and referral response about the purpose and content of the child and family.</li> </ul>	<p><i>You expressed concern that he’s not talking like other 2 year olds.</i></p> <ol style="list-style-type: none"> <li>1. <i>How is he communicating socially with you or others in your family?</i></li> <li>2. <i>Tell me about any words, signs, or gestures he says regularly.</i></li> <li>3. <i>How does he let you know he wants or needs something?</i></li> </ol>	<p><b>Virginia Child Indicators Guiding Questions:</b>  <a href="http://www.ectacenter.org/~pdfs/eco/VAMarch2013ChildIndicatorGuidingQuestions.pdf">http://www.ectacenter.org/~pdfs/eco/VAMarch2013ChildIndicatorGuidingQuestions.pdf</a>                      This document provides prompts and question to guide discussions with families, from initial contacts through the completion of the assessment for IFSP development. It can be started by the person taking the referral and passed on to the individuals responsible for intake and family assessment.</p>

## Resources and Activities to Integrate the Child Outcomes into the IFSP Process

IFSP Process	Activities	Examples	Resources
<p><b>Information (e.g., verbal, brochure, video...) describing the vision of program, including information about child and family outcomes is shared with the family.</b></p>	<ul style="list-style-type: none"> <li>• Review and revise program vision, mission and principles to ensure child and family outcomes are reflected. Use the national mission and key principles of early intervention as appropriate.</li> <li>• Develop basic talking points about the purpose of the early intervention program, including the expected (child and family) outcomes of participating in the program. Ensure that the level of information is appropriate for the first contact.               <ul style="list-style-type: none"> <li>○ Coordinate with staff from the Part B preschool special education program to develop talking points so that information shared in both programs are consistent with each other.</li> </ul> </li> <li>• Review and revise informational brochures to include information about the child and family outcomes.               <ul style="list-style-type: none"> <li>○ Coordinate with staff from the Part B preschool special education program to develop informational brochures so that information shared in both programs are consistent with each other.</li> </ul> </li> <li>• Develop additional resources (i.e. videos) as needed.</li> </ul>	<p><i><b>A vision of our program is to ... support all children in reaching their potential within the 3 child outcomes...</b></i></p> <p><i><b>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...</b></i></p>	<p><b>Virginia Mission and Principles document:</b>  <a href="http://www.infantva.org/documents/PracManCh12-28-14.pdf">http://www.infantva.org/documents/PracManCh12-28-14.pdf</a>            This document shows how Virginia connects the dots between the Agreed Upon Principles, practices and the child outcomes</p> <p><b>Virginia Child Indicators Booklet:</b>  <a href="http://www.infantva.org/documents/Feb%202013%20Child%20Indicators%20Booklet.pdf">http://www.infantva.org/documents/Feb%202013%20Child%20Indicators%20Booklet.pdf</a>            This resource includes sample scripts to assist service coordinators and providers with discussing child outcomes with families. (page 9).</p> <p><b>Washington Guiding Concepts Document:</b>  <a href="http://www.del.wa.gov/publications/esit/docs/GuidingConcepts.pdf">http://www.del.wa.gov/publications/esit/docs/GuidingConcepts.pdf</a>  <b>TA Document:</b>  <a href="http://www.del.wa.gov/publications/esit/docs/GuidingConcepts_TA.pdf">http://www.del.wa.gov/publications/esit/docs/GuidingConcepts_TA.pdf</a>  <b>Video:</b>  <a href="https://www.youtube.com/watch?v=yGgAOZrvQU&amp;list=UU6OtXzx-bokiXFXgsDwMSUQ&amp;index=5">https://www.youtube.com/watch?v=yGgAOZrvQU&amp;list=UU6OtXzx-bokiXFXgsDwMSUQ&amp;index=5</a>            These resources outline the mission, principles and outcomes of the Early Support for Infants and Toddlers (ESIT) program in Washington State. It includes connection of the mission and principles to the child and family outcomes as the intended results of the program. They are meant to share with families to help them understand the ESIT program.</p> <p><b>A Family Guide to Participating in the Child Outcomes Measurement Process</b>  <a href="http://www.pacer.org/publications/pdfs/ALL-71.pdf">http://www.pacer.org/publications/pdfs/ALL-71.pdf</a> This resource provides information to families about participating in all aspects of the</p>

## Resources and Activities to Integrate the Child Outcomes into the IFSP Process

IFSP Process	Activities	Examples	Resources
			child outcomes measurement process with their providers. It could be helpful to providers in designing initial conversations with families.
<i>Other:</i>	<ul style="list-style-type: none"> <li>Consider educating referral sources about the child and family outcomes as a part of the early intervention program.</li> </ul>		<p><b>Mission and Key Principles for Providing Early Intervention Services In Natural Environments</b>  <a href="http://ectacenter.org/~pdfs/topics/families/Final_missionandprinciples3_11_08.pdf">http://ectacenter.org/~pdfs/topics/families/Final_missionandprinciples3_11_08.pdf</a>            This document reflects the broad, overarching purpose of early intervention services and the principles of service delivery. This document was developed by the Workgroup on Principles and Practices in Natural Environments, OSEP TA Community of Practice: Part C Settings.</p>
<b>Intake –Family Assessment</b>			
<p><b>The program is explained in detail, communicating the purpose of program, as well as measuring child and family outcomes.</b></p>	<ul style="list-style-type: none"> <li>Review and revise intake and family assessment procedures to include information about the purpose of the early intervention program, including child and family outcomes.</li> <li>Develop basic talking points about the purpose of the early intervention program, including the expected (child and family) outcomes of participating in the program. Ensure that the level of information builds upon what has been shared during child find and referral and supports the family’s understanding of the early intervention program.</li> <li>Review and revise informational brochures to include information about the child and family outcomes in relationship to program purpose and description.</li> <li>Develop additional resources (i.e. videos) as needed.</li> <li>Provide training for providers responsible for intake and family assessment about child and family outcomes.</li> </ul>	<p><i>...As part of the evaluation we’ll look at five domains of development....this is important for determining eligibility... In addition, and to help us understand your child’s functional abilities, strengths, and needs we’ll ask you about how he participates in day to day routines and activities. Children’s functional abilities overlap the 5 domains so we combine them into the 3 global outcomes... we’ll use this as a framework to talk about your child’s skills.</i></p>	<p><b>A Family Guide to Participating in the Child Outcomes Measurement Process</b>  <a href="http://www.pacer.org/publications/pdfs/ALL-71.pdf">http://www.pacer.org/publications/pdfs/ALL-71.pdf</a> This resource provides information to families about participating in all aspects of the child outcomes measurement process with their providers.</p> <p><b>Washington Guiding Concepts</b>            Document:  <a href="http://www.del.wa.gov/publications/esit/docs/GuidingConcepts.pdf">http://www.del.wa.gov/publications/esit/docs/GuidingConcepts.pdf</a>            TA Document:  <a href="http://www.del.wa.gov/publications/esit/docs/GuidingConcepts_TA.pdf">http://www.del.wa.gov/publications/esit/docs/GuidingConcepts_TA.pdf</a>            Video:  <a href="https://www.youtube.com/watch?v=yGgAOZrvQU&amp;list=UU6OtXzx-bokiFXgsDwMSUQ&amp;index=5">https://www.youtube.com/watch?v=yGgAOZrvQU&amp;list=UU6OtXzx-bokiFXgsDwMSUQ&amp;index=5</a>            These resources outline the mission, principles and outcomes of the Early Support for Infants and Toddlers (ESIT) program in Washington State. It includes connection of the mission and principles to the child and family outcomes as the intended results of the program. They are meant to share</p>

## Resources and Activities to Integrate the Child Outcomes into the IFSP Process

IFSP Process	Activities	Examples	Resources
			<p>with families to help them understand the ESIT program.</p> <p><b>Virginia Child Indicators Booklet:</b>  <a href="http://www.infantva.org/documents/Feb%202013%20Child%20Indicators%20Booklet.pdf">http://www.infantva.org/documents/Feb%202013%20Child%20Indicators%20Booklet.pdf</a>                      This resource includes information and tools for service coordinators and providers for explaining the child outcomes to families, for gathering information about the child’s functioning in the three outcome areas, and for determining the child ratings.</p> <p><b>Maryland A Family Guide to Understanding the Individualized Family Service Plan (IFSP)</b>  <a href="http://ectacenter.org/eco/assets/pdfs/GreenIFSPBooklet%5B1%5D8x11.pdf">http://ectacenter.org/eco/assets/pdfs/GreenIFSPBooklet%5B1%5D8x11.pdf</a>                      This guide for parents explains the IFSP process.</p>
<p><b>Information is gathered about child and family by incorporating the child and family outcomes.</b></p>	<ul style="list-style-type: none"> <li>• Review and revise intake and family assessment procedures to include child and family outcomes as the framework for the process.</li> <li>• Review and revise intake and family assessment procedures to include receipt of information from child find and referral and the expectation that information gathered in this step builds upon what has already been learned, and to be passed on to those responsible for the next step in the process.</li> <li>• Review and revise forms and tools to include prompts and methods for gathering more information about the child and family using the outcomes as a framework. Consider organizing forms by the child and family outcomes to reflect information gathered on each through multiple sources.</li> </ul>	<ol style="list-style-type: none"> <li>1. <i>Tell me more about opportunities your child has to be around other children or other adults.</i></li> <li>2. <i>You mentioned going to the library. What does Jeb do with books?</i></li> <li>3. <i>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?</i></li> <li>4. <i>It sounds like you’re concerned about how to play with Tommy. Can you tell me more about how you play together now?</i></li> </ol>	<p><b>Maryland A Family Guide to Understanding the Individualized Family Service Plan (IFSP)</b>  <a href="http://ectacenter.org/eco/assets/pdfs/GreenIFSPBooklet%5B1%5D8x11.pdf">http://ectacenter.org/eco/assets/pdfs/GreenIFSPBooklet%5B1%5D8x11.pdf</a>                      This guide for parents explains the IFSP process. It includes information about the child outcomes measurement process as well as a <b>worksheet</b> (<a href="http://ectacenter.org/~pdfs/eco/MDFamilyStrengthsandNeedsWorksheet.pdf">http://ectacenter.org/~pdfs/eco/MDFamilyStrengthsandNeedsWorksheet.pdf</a>) for parents to use in preparation for the IFSP meeting, including summarizing their child’s strengths and needs, organized by the 3 outcomes.</p> <p><b>Child Outcomes Summary (COS) Process Discussion Prompts</b>  <a href="http://ectacenter.org/eco/assets/pdfs/COSDiscussionprompts.pdf">http://ectacenter.org/eco/assets/pdfs/COSDiscussionprompts.pdf</a>                      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</p>

## Resources and Activities to Integrate the Child Outcomes into the IFSP Process

IFSP Process	Activities	Examples	Resources
	<ul style="list-style-type: none"> <li>• Provide training for providers responsible for intake and family assessment about child and family outcomes.</li> </ul>		<p>with regard to the three global child outcome statements. The same information can be used for the development of high quality, functional IFSP outcomes for the child and family.</p> <p><b>Virginia The Decision Tree – Child Indicator Seeds of Success: Tips for Engaging Families in Child Indicator Discussions</b>  <a href="http://www.veipd.org/main/pdf/decision_tree/The%20Decision%20Tree_Jan%202014%20Update.pdf">http://www.veipd.org/main/pdf/decision_tree/The%20Decision%20Tree_Jan%202014%20Update.pdf</a>            This resource offers quick tips for talking with families in order to gather information.</p>
<p><b>The 3 global outcomes are used as a framework to think about the child’s functioning in everyday routines and activities.</b></p>	<ul style="list-style-type: none"> <li>• Develop materials and resources for providers to understand the connection between the three child outcomes, the assessment process and the IFSP. These documents can include crosswalks with existing early learning standards for age anchoring, in depth procedures, or graphics that demonstrate the alignment across the process.</li> </ul>	<p><i>Tell me more about bath time.</i></p> <ol style="list-style-type: none"> <li>1. <i>How is she interacting with her sister in the tub?</i></li> <li>2. <i>Are there things she especially likes to play with? What does she do with those toys?</i></li> <li>3. <i>How does she let you know she’s finished or perhaps is not finished?</i></li> </ol>	<p><b>Maryland Healthy Beginnings</b>  <a href="http://ectacenter.org/eco/assets/pdfs/HealthyBeginnings_Outcomes_Full_printversion.pdf">http://ectacenter.org/eco/assets/pdfs/HealthyBeginnings_Outcomes_Full_printversion.pdf</a>            This document contains the Maryland early learning standards and is organized and crosswalked by the 3 child outcome areas.</p> <p><b>Virginia Child Indicators Booklet</b>  <a href="http://www.infantva.org/documents/Child%20Indicators%20Booklet%20Final%20February%2022%202013.pdf">http://www.infantva.org/documents/Child%20Indicators%20Booklet%20Final%20February%2022%202013.pdf</a>            This document provides prompts and question to guide discussions with families, from initial contacts through the completion of the assessment for IFSP development. It also includes information about the three child outcomes and typical child development from birth – age three for age anchoring purposes.</p> <p><b>North Carolina Gathering Information for Global Outcomes</b>  <a href="http://ectacenter.org/eco/assets/pdfs/FunctionalInfoforGOs.pdf">http://ectacenter.org/eco/assets/pdfs/FunctionalInfoforGOs.pdf</a>            This graphic explains to providers how the information about child functioning funnels into</p>

## Resources and Activities to Integrate the Child Outcomes into the IFSP Process

IFSP Process	Activities	Examples	Resources
			<p>the ratings for the child outcomes and eventually to the development of the IFSP.</p> <p><b>Educational and Developmental Intervention Services (EDIS – Army DoD) – RBI and OSEP Outcomes Review Video</b>  <a href="https://www.edis.army.mil/Outcomes/outcomes-module2.html">https://www.edis.army.mil/Outcomes/outcomes-module2.html</a> (scroll down to self-study – the video appears at the bottom).                      This video shows through words on the screen how the RBI captures information relevant to the three child outcomes, and the connection between the outcomes and social relationships, engagement, and independence.</p> <p><b>Measure of Engagement, Independence and Social Relationships (MEISR)</b> – This assessment tool is organized by functional skills across common family routines and includes a crosswalk to the three global outcomes. It is being published by Brookes.</p>
<i>Other:</i>			
<b>Evaluation/Functional Assessment</b>			
<p><b>Teams gather functional authentic assessment, including asking about the child’s functioning in 3 global outcomes and daily routines.</b></p>	<ul style="list-style-type: none"> <li>• Review and revise assessment procedures to include functional/authentic assessment procedures that gather information about a child’s functioning in daily activities and routines across settings and situations.</li> <li>• Review and update evaluation and assessment procedures to support gathering information on all domains as well as functional information for all three child outcomes.                             <ul style="list-style-type: none"> <li>○ Use crosswalks on ECTA website to evaluate how well represented each outcome area is in tools currently used,</li> </ul> </li> </ul>	<p><i>Tell me about meal times,</i></p> <ol style="list-style-type: none"> <li><b>1. How does he participate in meal time?</b></li> <li><b>2. When you talk about things do you think he understands what you are saying? How can you tell if he understands?</b></li> <li><b>3. What is he doing with utensils?</b></li> </ol>	<p><b>ECTA Crosswalks</b>  <a href="http://ectacenter.org/eco/pages/crosswalks.asp">http://ectacenter.org/eco/pages/crosswalks.asp</a>                      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.</p> <p><b>Washington Online Module – Initial and Ongoing Functional Assessment</b>  <a href="http://ectacenter.org/wamodules/functional.asp">http://ectacenter.org/wamodules/functional.asp</a>                      This module outlines the principles and methods of functional assessment with children and families, including collecting information for the</p>

## Resources and Activities to Integrate the Child Outcomes into the IFSP Process

IFSP Process	Activities	Examples	Resources
	<p>and use that information to plan additional methods for gathering functional information across settings and situations.</p> <ul style="list-style-type: none"> <li>• Provide training to providers responsible for evaluation and assessment about functional assessment procedures.</li> </ul>		<p>outcomes measurement as well as program planning. Emphasis is on functional assessment that focuses on the daily activities and routines of the child and family.</p> <p><b>Virginia: Lily's Assessment &amp; IFSP Development</b> (training video package <i>coming soon</i>: target date: December 2014)</p> <p>This training packet will include a video of a child's assessment and IFSP meeting, including reporting of the assessment results in the three indicator area and development of individualized child outcomes and determination of services. The training packet will include reflection questions and activities.</p> <p>The video includes Lily, who is a preemie (adjusted age 13 months), her grandmother, the SC, an educator and an OT. Lily is found eligible due to her prematurity and a delay in expressive communication. The video will show a little bit of her assessment, the reporting of results, outcome development and service determination.</p> <p><b>Developing High-Quality, Functional IFSP Outcomes and IEP Goals: A Training Package – Section 2 (Functional Assessment)</b> <a href="http://ectacenter.org/knowledgepath/ifspoutcomes-iepgoals/ifspoutcomes-iepgoals.asp">http://ectacenter.org/knowledgepath/ifspoutcomes-iepgoals/ifspoutcomes-iepgoals.asp</a></p> <p>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.</p>
<p><b>Team members share information gathered about the child's functioning</b></p>	<ul style="list-style-type: none"> <li>• Review and revise evaluation and assessment procedures to include sending of information gathered in child find and referral, and intake and family assessment to</li> </ul>	<p><i>Team members have a means to meet and share information about a child's functioning making sure they have sufficient information</i></p>	<p><b>Maryland COS Worksheet</b> <a href="http://ectacenter.org/eco/assets/pdfs/ChildOutcomesSummaryWorksheetBlank.pdf">http://ectacenter.org/eco/assets/pdfs/ChildOutcomesSummaryWorksheetBlank.pdf</a></p>

## Resources and Activities to Integrate the Child Outcomes into the IFSP Process

IFSP Process	Activities	Examples	Resources
<p><b>ensuring coverage of 3 global outcomes.</b></p>	<p>providers responsible for evaluation and assessment.</p> <ul style="list-style-type: none"> <li>• Review and revise teaming procedures to include the expectation of sharing information across disciplines.</li> <li>• Provide training to therapy and/or contract providers about the three child outcomes and the expectations of using functional assessment methods to gather information about children.</li> </ul>	<p><i>about the child's behaviors associated with each of the 3 global outcomes to make rating decisions.</i></p>	<p>This tool 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.</p> <p><b>WA Note Taking Guide</b>  <a href="http://www.del.wa.gov/publications/esit/docs/child_outcomes_ECO_notes_prompts.pdf">http://www.del.wa.gov/publications/esit/docs/child_outcomes_ECO_notes_prompts.pdf</a>                      This 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.</p> <p><b>Virginia Child Indicators Booklet</b>  <a href="http://www.infantva.org/documents/Child%20Indicators%20Booklet%20Final%20February%2022%202013.pdf">http://www.infantva.org/documents/Child%20Indicators%20Booklet%20Final%20February%2022%202013.pdf</a>                      Page 14 provides an organizing framework for gathering information in the context of the three outcomes.</p>
<p><i>Other:</i></p>	<p>Use videos to practice observation skills and to learn more about authentic assessment practices that lead to better child outcomes measurement and IFSP development.</p>		<p><b>Colorado Results Matter Video Library:</b>  <a href="http://www.cde.state.co.us/resultsmatter/RMVideoSeries_PracticingObservation">http://www.cde.state.co.us/resultsmatter/RMVideoSeries_PracticingObservation</a> This segment of the video library offers video clips to practice observation, documentation and assessment skills.</p> <p><b>California Desired Results Video Library:</b>  <a href="http://www.desiredresults.us/resource_ob_vid_category.html">http://www.desiredresults.us/resource_ob_vid_category.html</a> This segment of the DRDP website also offers videos for practice in observation.</p>
<b>IFSP Development</b>			
<p><b>The 3 global outcomes are used as the framework to document a narrative of the</b></p>	<ul style="list-style-type: none"> <li>• Review and revise IFSP forms to include the COS summary and rating within the IFSP process. Consider allowing this section to</li> </ul>	<p><i>A program organizes the IFSP PLOD by the 3 global outcomes, incorporating information for all 5</i></p>	<p><b>Educational and Developmental Intervention Services (EDIS – Army DoD) IFSP Process Guide</b></p>

## Resources and Activities to Integrate the Child Outcomes into the IFSP Process

IFSP Process	Activities	Examples	Resources
<p><b>child’s functioning and includes space for COS culminating statements.</b></p>	<p>serve as the IDEA Part C required present level of development, reflecting all 5 developmental domains.</p> <ul style="list-style-type: none"> <li>• Review and revise procedures about the COS process and documentation to include within procedures for IFSP development. Include the purpose as well as instructions.</li> <li>• Provide training to providers responsible for IFSP development on the purpose and documentation of the COS within the IFSP.</li> </ul>	<p><i>domains of development, and including a culminating statement that defines the COS rating.</i></p>	<p><a href="http://ectacenter.org/eco/assets/pdfs/EDISIFSPProcessGuidanceHandbook.pdf">http://ectacenter.org/eco/assets/pdfs/EDISIFSPProcessGuidanceHandbook.pdf</a></p> <p>This manual provides guidance in completing the entire IFSP process, including the completion of the child outcomes measurement. <b>Pages 44-52</b> provide specific guidance for completing the summary of the child’s abilities and needs by the three outcome areas.</p> <p><b>Washington IFSP Practice and Resource Guide</b>  <a href="http://ectacenter.org/eco/assets/pdfs/IFSP_Resource_Guide.pdf">http://ectacenter.org/eco/assets/pdfs/IFSP_Resource_Guide.pdf</a></p> <p>This is the current TA guide for the providers in Washington State. It includes extensive explanation of the Summary of Functional Performance (Washington’s child outcomes summary form), which includes the selection of an outcomes descriptor statement for child outcomes measurement.</p>
<p><b>Based on all information already gathered, the rating process is completed with the family or reviewed with the family.</b></p>	<ul style="list-style-type: none"> <li>• Assess current practices (at local, regional or state level) of family participation in the COS process.</li> <li>• 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.</li> <li>• Determine whether the 7 point scale, or descriptor statements representing the 7 point scale, will be used within the IFSP.</li> <li>• Develop talking points for providers responsible for IFSP development to support effective communication with families about the child outcomes, the rating process and the meaning of the rating.</li> </ul>	<p><i>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 early intervention program. Later we’ll invite you to share information about how you benefit from participating in the program.</i></p>	<p><b>Washington Online Module –Developing Initial and Continuing Individualized Family Service Plans</b>  <a href="http://ectacenter.org/wamodules/moduleifsp.asp">http://ectacenter.org/wamodules/moduleifsp.asp</a></p> <p>This module outlines the principles and methods of developing high quality IFSPs that are based on the information gathered during functional assessment. WA’s IFSP includes outcomes measurement; content related to integrating this process into the IFSP is covered.</p> <p><b>Virginia Child Indicators Booklet</b>  <a href="http://www.infantva.org/documents/Child%20Indicators%20Booklet%20Final%20February%2022%202013.pdf">http://www.infantva.org/documents/Child%20Indicators%20Booklet%20Final%20February%2022%202013.pdf</a></p> <p>This resource includes information about explaining the child outcomes to families on <b>pages 9 and 14.</b></p>

## Resources and Activities to Integrate the Child Outcomes into the IFSP Process

IFSP Process	Activities	Examples	Resources
			<p><b>Virginia IFSP &amp; Outcome Development topic page:</b>  <a href="http://www.veipd.org/main/sub_ifsp_outcome_dev.html">http://www.veipd.org/main/sub_ifsp_outcome_dev.html</a>. This page of the Virginia training website includes instructions and supports for the IFSP, which includes outcomes measurement.</p> <p><b>Illinois Bri IFSP Video – Chapter 3.3 – Child Outcomes #3</b>  <a href="http://www.youtube.com/watch?v=dHcfl2DCimY">http://www.youtube.com/watch?v=dHcfl2DCimY</a>                      This video shows a team integrates the conversation about Outcome 3 (taking action to meet needs) into the development of IFSP outcomes.</p>
<p><b>Establish functional and measurable individual child &amp; family outcomes.</b></p>	<ul style="list-style-type: none"> <li>Develop guidance documents and training to explain the connection between the child and family outcomes measured for OSEP and the functional child and family outcomes written for and individual child and family.</li> </ul>	<p><i>Individual child outcomes should help the child make progress in:</i></p> <ul style="list-style-type: none"> <li><i>Positive social relationships,</i></li> <li><i>Acquiring and using knowledge and skills, and</i></li> <li><i>Using appropriate behavior to meet needs.</i></li> </ul> <p><i>Individual family outcomes should help the family:</i></p> <ul style="list-style-type: none"> <li><i>Know and understand their rights</i></li> <li><i>Effectively communicate their child’s needs and</i></li> <li><i>Help their child develop and learn.</i></li> </ul>	<p><b>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) &amp; Section 5 (IFSP Strategies to Meet Outcomes and IEP Objectives to Meet IEP Goals)</b>  <a href="http://ectacenter.org/knowledgepath/ifspoutcomes-iepgoals/ifspoutcomes-iepgoals.asp">http://ectacenter.org/knowledgepath/ifspoutcomes-iepgoals/ifspoutcomes-iepgoals.asp</a>                      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 &amp; 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.</p>
<p><i>Other:</i></p>			

## Resources and Activities to Integrate the Child Outcomes into the IFSP Process

IFSP Process	Activities	Examples	Resources
<b>Service Delivery</b>			
<p><b>A child’s progress in each of the 3 global outcome areas is discussed with the family and other team members.</b></p>	<ul style="list-style-type: none"> <li>• Develop guidance that includes framing service delivery according to the child and family outcomes, with a focus on successful participation now and in the future.</li> <li>• Develop procedures for review that include reviewing the child’s status according to the three outcome areas, in addition to reviewing individual child and family IFSP outcomes.</li> <li>• 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.</li> <li>• 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</li> <li>• Revise IFSP review forms to be organized by the three outcome areas.</li> <li>• Review and revise procedures to include an annual COS rating, to coincide with annual IFSP 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.</li> </ul>	<p><i>...remember when we talked about where Kelly is relative to other children her age. She is now up and walking, using her spoon with minimal spilling, and making choices to tell you what she wants at meal time. She has definitely made progress in the outcome area “taking action to meet her needs.”</i></p>	<p><b>Developing High-Quality, Functional IFSP Outcomes and IEP Goals: A Training Package – Section 1 (Setting the Context)</b>  <a href="http://ectacenter.org/knowledgepath/ifspoutcomes-iepgoals/ifspoutcomes-iepgoals.asp">http://ectacenter.org/knowledgepath/ifspoutcomes-iepgoals/ifspoutcomes-iepgoals.asp</a>                      This PPT provides the context in which we understand how children learn, how adults influence and support children’s learning, and the implications on early intervention service delivery.</p> <p><b>Maryland – Engaging Families in the COS Process (videos)</b>  <a href="http://marylandlearninglinks.org/369787">http://marylandlearninglinks.org/369787</a>                      These videos demonstrate the completion of the child outcomes summary rating within an annual review of a child’s IFSP (which also happens to be his exit from Part C).</p> <p><b>Virginia Where is “Near Somewhat?”: Integrating Indicators into the IFSP</b>  <a href="http://www.veipd.org/main/sub_2012_talks_tuesdays.html">http://www.veipd.org/main/sub_2012_talks_tuesdays.html</a>                      This webinar provides information for EI providers about how to determine ratings for children in each of the three OSEP child outcome areas during assessment and IFSP development.. Click the link above to visit the 2012 Talks on Tuesdays Archive and scroll down until you find the webinar.</p> <p><b>Virginia Child Indicators Booklet</b>  <a href="http://www.infantva.org/documents/Child%20Indicators%20Booklet%20Final%20February%2022%202013.pdf">http://www.infantva.org/documents/Child%20Indicators%20Booklet%20Final%20February%2022%202013.pdf</a></p>

## Resources and Activities to Integrate the Child Outcomes into the IFSP Process

IFSP Process	Activities	Examples	Resources
			This resource includes information about explaining the child outcomes to families on <b>pages 9 and 14.</b>
<i>Other:</i>			
<b>Transition</b>			
<b>The exit COS is completed, with family input.</b>	<ul style="list-style-type: none"> <li>• Establish procedures for completing the exit COS, including procedures for when the timing of the exit COS and the IFSP review don't coincide.</li> <li>• 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.</li> <li>• Develop talking points for providers responsible for transition to support effective communication with families about the child outcomes, the rating process and the meaning of the rating.</li> </ul>	<b><i>The program completes the exit COS before the family transitions.</i></b>	<b>Maryland – Engaging Families in the COS Process (videos)</b> <a href="http://marylandlearninglinks.org/369787">http://marylandlearninglinks.org/369787</a> These videos demonstrate the completion of the child outcomes summary rating within an annual review of a child's IFSP (which also happens to be his exit from Part C).
<b>The exit rating and information is shared with the receiving agency, as appropriate.</b>	<ul style="list-style-type: none"> <li>• Develop policies and procedures that allow for the sharing of the child's record that includes COS information from Part C.</li> <li>• Develop talking points for providers responsible for transition to support effective communication with families about why the information will be shared.</li> <li>• As part of the transition meeting, invite the representative from the Part B preschool program to share information about the purpose of the preschool special education program and how child outcomes are connected to program purpose.</li> </ul>	<b><i>The local program has a mechanism and agreement to share the COS exit scores with the receiving Part B preschool program.</i></b>	
<i>Other:</i>			