**Early Implementers Assessment/Planning Tool for** \_\_\_\_\_\_\_\_\_\_

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

**Directions:** As early implementers, your participation and feedback will be instrumental in identifying the supports necessary for a successful statewide implementation in July 2013. Use the table below to track your local system’s progress, identifying the key strategies, challenges and technical assistance needs you have experienced. Please update this chart each month and send to Beth [beth.tolley@dbhds.virginia.gov], Bev [btcrouse@vt.edu] and Anne [anne.brager@dbhds.virginia.gov] by the Monday prior to our Thursday conference calls.

|  | **Current Status** | **Successes** | **Challenges** | **Needs** | **Next Steps** |
| --- | --- | --- | --- | --- | --- |
| **Identification and Referral** |  |  |  |  |  |
| **Intake** |  |  |  |  |  |
| **Family Assessment** |  |  |  |  |  |
| **Eligibility Determination** |  |  |  |  |  |
| **Assessment for Service Planning and IFSP Development** |  |  |  |  |  |
| **Service Delivery** |  |  |  |  |  |
| **Annual Reviews** |  |  |  |  |  |
| **Transition Planning/Exit** |  |  |  |  |  |