

IEP Companion

Integrating the three child outcomes into the IEP Process

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<https://ectacenter.org/eco/pages/ifsp-iep.asp>

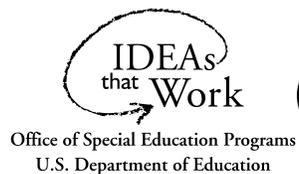
States and local programs are making child and family outcomes measurement more efficient and more effective by integrating those processes with IEP development and implementation.

This document:

- Outlines the steps of the IEP process.
- Lists activities to prepare for and implement each step.
- Provides example discussion questions.
- Provides a list of relevant resources.

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Transition from Early Intervention

Transfer of records occurs with parental consent, including IFSP, assessment, exit Child Outcomes Summary, and any other related information.

Activities

- 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.

Examples

- 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).
- Learn and understand about Part C timelines.

Part C exit COS is considered in the entry rating to Part B.

Activities

- Develop prompts to help practitioners to describe the continuing importance of the three child outcomes
- Support practitioners in using the three child outcomes as a framework for discussion by reviewing and potentially revising the process for considering Part C information during Part B entry.

Examples

- Part C exit COS and related information is considered in the Part B entry COS.

Identification/Referral

Information about the three child outcomes is infused into the process of information gathering throughout child identification and referral.

Activities

- 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 child outcomes 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 child outcomes.
- Provide training to practitioners responsible for child identification and referral about the purpose and content of the child outcomes.

Examples

- Would you describe highlights of your child's typical day?
- Tell me about what he does with the toys he plays with most often?

Describe the process and purpose of the three child outcomes.

Activities

- 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.
- 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 three 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 (for example, videos) as needed.

Examples

- A vision of our program is to support all children in reaching their potential within the three child outcomes...
- When we talk about the three child outcomes we are referring to these three child outcomes...
- We know that the areas of a child's development are interrelated. We look at three big areas to give us an idea of a child's overall development...

Gather/use assessment information from multiple sources, multiple settings (including preschool classrooms), over multiple times/observations.

Activities

- 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.
- Use videos to practice observation skills and to learn more about authentic assessment practices that lead to better child outcomes measurement and IEP development.

Examples

- All information available at this time is used and considered during the rating process. Plans are made to gather additional information as needed.

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.).

Activities

- 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.

Examples

- 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.

Child Evaluation and Assessment

Probe for information on concerns in the three child outcomes.

Activities

- Develop probes on gathering information on strengths and concerns in the three child outcomes for practitioners to use when talking to families.
- Provide training around working with families to gather information.

Examples

- Consider how concerns might impact all three child outcomes. For example, you expressed concern that he's not talking like other 3-year-olds.
- How is he communicating with you and others?
- Tell me about any words, phrases, or gestures he says regularly.
- How does he most often communicate his wants and needs with you and others?
- How does he act when others do not understand him?

Embed functional authentic assessment into conversations with families.

Activities

- Probe family for information 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.
- Review and revise assessment procedures to include functional, authentic assessment procedures that gather information about a child's functioning in everyday activities across settings and situations.

- Review and update evaluation and assessment procedures to support gathering information on current child functioning in the three child outcomes.
- Use instrument crosswalks to evaluate how well represented each of the three child outcomes are in tools used. Use that information to plan additional information gathering.
- Provide training on functional assessment procedures to practitioners responsible for evaluation and assessment.
- Provide training on gathering and age-anchoring about child functioning and academic and developmental information to practitioners.
- Develop example probes for practitioners to use when working with families developing an IEP.

Examples

- As part of the evaluation, we'll look at...
- 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 everyday routines and activities. We think about your child's functional abilities—what he does—in terms of daily routines and these three child outcomes...
- We'll use these also as a framework to talk about your child's skills.
- Tell me more about opportunities your child has to be around other children or other adults.
- 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?

Document supporting evidence for COS throughout assessment and evaluation process. Consider populating COS throughout the process.

Activities

- 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.

Examples

- A system is in place to document information about the child's functioning across the three child outcomes throughout the evaluation and assessment process.

Ensure COS is not completed too long after entry to preschool and reflects the child's function prior to special education services.

Activities

- 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.

Examples

- Complete COS rating right before moving on to goal development.

IEP Development

Finalize COS as IEP team discusses Present Level of Academic And Functional Performance (PLAAFP), adjusting as needed.

Activities

- 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. 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.

Examples

- A program organizes the IEP PLAAFP by the three child 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.

Age-anchor the child's development using tools that reference skills and behaviors associated with age-expected behavior.

Activities

- 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 child outcomes.

Examples

- 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 three child 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.

Activities

- 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 culminating 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.

Examples

- As we talked earlier, in addition to considering your child's functioning relative to these three child 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.

Establish functional and measurable IEP goals.

Activities

- Develop guidance on developing functional and measurable IEP goal that supports a child in meeting early learning standards and progress in the three child outcomes.
- Develop guidance documents and training to explain the connection between the three child outcomes measured for OSEP and IEP goals written for an individual child.

Examples

IEP goals help the child make progress in the three child outcomes:

- Outcome 1: Positive Social-Emotional Skills (including social relationships)
- Outcome 2: Acquisition and Use of Knowledge and Skills
- Outcome 3: Use of Appropriate Behaviors to Meet Needs

Service Delivery

A child's progress in each of the three child outcomes is discussed with the family and other team members.

Activities

- Develop guidance that includes framing service delivery according to the three child outcomes, with a focus on successful participation in appropriate activities now and in the future.
- Develop procedures that include reviewing child status according to the three child outcomes, and reviewing child IEP goals.
- Develop procedures for providers that expect them to use functional assessment procedures during progress monitoring, and summarize child progress (new functional skills and behaviors) according to the three child outcomes.
- Develop discussion prompts for providers to gather information from families about child progress, and their perceptions.
- Revise IEP review forms to be organized by the three child outcomes.
- Review and revise procedures to include COS ratings coinciding with annual IEP reviews. Ensure policies and procedures about family involvement in the COS ratings include entry and exit.
- Develop guidance on transitioning children from preschool IEP to the school-age IEP (if different).
- Develop training and guidance for Kindergarten teachers on the three child outcomes, if needed.