

IFSP Companion

Integrating the three child outcomes into the IFSP Process

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

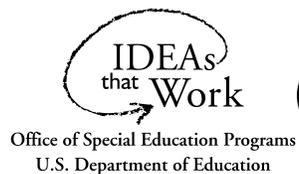
States and local programs are making child and family outcomes measurement more efficient and more effective by integrating those processes with IFSP development and implementation.

This document:

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

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Identification and Referral

The three child outcomes are used as an organizing framework for first conversations with family.

Activities

- Review and revise child find and referral procedures to include child outcomes as a framework for child find and referral activities.
- 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.
- For families, include all the above, and a message that Part C will support them in these overarching child and family outcomes as well as their child and family's individualized needs.
- Review and revise forms to include prompts to gather basic information about the child in the three child outcomes during child find and referral.

Examples

- How does he get along with his brothers and sisters?
- Tell me about what he does with the toys he plays with most often?
- How does he typically move around the house?

Discussing reasons for referral prompts discussions about the child's functioning in the three child outcomes.

Activities

- 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 child outcomes.
- Develop procedures to ensure that information gathered during child find and referral is passed on to the next provider in the IFSP process.
- Provide training to providers responsible for child find and referral response about the purpose and content of the child and family.

Examples

- You expressed concern that he's not talking like other 2-year-olds.
- How is he communicating socially with you or others in your family?
- Tell me about any words, signs, or gestures he says regularly.
- How does he let you know he wants or needs something?

Intake–Family Assessment

The program is explained in detail, and communicating its purpose for measuring child and family outcomes.

Activities

- Review and revise intake and family assessment procedures, including information about the purpose of the early intervention program and child and family outcomes.
- Develop basic talking points about the purpose of the early intervention program, including expected (child and family) outcomes of participation. Ensure information on what was shared during child find and referral, and supports family understanding of early intervention.
- Review and revise informational brochures to include information about child and family outcomes.
- Develop additional resources (for example, videos) as needed.
- Provide training about child and family outcomes to providers responsible for intake and family assessment.

Examples

- As part of the evaluation we'll look at five domains of development...
- This is important for determining eligibility because...
- 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. Children's functional abilities overlap the five domains, so we combine them into the three child outcomes...
- We'll use this as a framework to talk about your child's skills.

Information is gathered about child and family by incorporating the child and family outcomes.

Activities

- Review and revise intake and family assessment procedures to include child and family outcomes as the framework for the process.
- 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.
- 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.

Examples

- Tell me more about opportunities your child with other children or other adults.
- You mentioned going to the library. What does Jeb 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?
- It sounds like you're concerned about how to play with Tommy. Can you tell me more about how you play together now?

The three child outcomes are used as a framework for child functioning in everyday routines and activities.

Activities

- Virginia The Decision Tree-Child Indicator Seeds of Success: This resource offers quick tips for talking with families to gather information, beginning with first contacts with families.

Examples

- Tell me more about bath time.
- How is she interacting with her sister in the tub?
- Are there things she especially likes to play with? What does she do with those toys?
- How does she let you know she's finished or perhaps is not finished?

Evaluation and Functional Assessment

Teams gather functional authentic assessment, including asking about the child's functioning in three child outcomes and daily routines.

Activities

- 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.
- Review and update evaluation and assessment procedures to support gathering information on all domains as well as functional information for all three child outcomes.
- Use instrument crosswalks to evaluate how well represented each of the three child outcomes in tools used. Use that information to plan additional methods for gathering functional information across settings and situations.
- Provide training to providers responsible for evaluation and assessment about functional assessment procedures.
- Use videos to practice observation skills and to learn more about authentic assessment practices that lead to better child outcomes measurement and IFSP development.

Examples

- Tell me about mealtimes.
- How does he participate in mealtime?
- When you talk about things do you think he understands what you are saying? How can you tell if he understands?
- What is he doing with utensils?

Team members share gathered information about child functioning, covering the three child outcomes.

Activities

- Review and revise evaluation and assessment procedures to include sending of information gathered in child find and referral, and intake and family assessment to providers responsible for evaluation and assessment.
- Review and revise teaming procedures to include the expectation of sharing information across disciplines.
- Provide training to therapy or contract providers about the three child outcomes and the expectations of using functional assessment methods to gather information about children.

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 make rating decisions.

IFSP Development

The three child outcomes are used as a narrative framework to discuss and document child functioning.

Activities

- Review and revise IFSP forms to include the COS summary and rating within the IFSP process. Consider allowing this section to serve as the IDEA Part C required present level of development, reflecting all 5 developmental domains.
- Review and revise procedures about the COS process and documentation to include within procedures for IFSP development. Include the purpose as well as instructions.
- Provide training to providers responsible for IFSP development on the purpose and documentation of the COS within the IFSP.

Examples

- A program organizes the IFSP PLOD by the three child outcomes, incorporating information for all five domains of development, and including a culminating statement that defines the COS rating.

Based on gathered information, a COS rating discussion is held 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 descriptor statements representing the 7-point scale, will be used within the IFSP.
- 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.

Examples

- As we talked earlier, in addition to considering your child's functioning relative to the three child outcomes, we will identify with you how your child is functioning relative to other children their 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.

Establish functional and measurable individual child and family outcomes.

Activities

- 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.

Examples

Individual child outcomes should 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

For families, the goal of early intervention and early childhood special education is to enable them to:

- Understand their child's strengths, abilities, and special needs.
- Know their rights and advocate effectively for their child.
- Help their child develop and learn.
- Have support systems.
- Access desired services, programs, and activities in their community.

Service Delivery

Child progress in the three child outcomes is discussed with the team and family.

Activities

- 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.
- Develop procedures for review that include reviewing the child's status according to the three child outcomes, in addition to reviewing individual child and family IFSP outcomes.
- 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 IFSP review forms to be organized by the three child outcomes.
- 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.

Examples

- Do you 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 mealtime. She has really made progress in Outcome 3: Use of Appropriate Behaviors to Meet Needs!

Transition

The exit COS is completed, with family input.

Activities

- Establish procedures for completing the exit COS, including procedures for when the timing of the exit COS and the IFSP review don't coincide.
- 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 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.

Examples

- The program completes the exit COS before the family transitions.

The exit rating and information is shared with the receiving agency, as appropriate.

Activities

- Develop policies and procedures that allow for the sharing of the child's record that includes COS information from Part C.
- Develop talking points for providers responsible for transition to support effective communication with families about why the information will be shared.
- 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.

Examples

- The local program has a mechanism and agreement to share the COS exit scores with the receiving Part B preschool program.