



Developing High Quality, Functional IFSP Outcomes and IEP Goals

Training Package

Guidance for Trainers

June 2014

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developed in collaboration with

ECTA Center
The Early Childhood Technical Assistance Center

RRCP
Regional Resource
Center Program 

A. Purpose and Background

The purpose of this document is to provide guidance on how to use the PowerPoint Presentation and accompanying handouts and activities contained in this training package. This training will assist professionals (e.g. providers, practitioners, teachers) in both Part C early intervention (EI) and Part B, Section 619 early childhood special education (ECSE) to understand:

- the evidence behind how children learn,
- the fundamental components of functional assessment, and
- how to use that information to develop functional IFSP outcomes and IEP goals.

This training was developed in response to the need expressed from state and local providers to have specific information and resources available to practitioners to support their understanding and application of:

- The criteria of high quality, functional, participation-based outcomes and goals that not only meet the requirements of federal regulations, but are meaningful to families as well;
- The clear and deliberate link between each step in the IFSP/IEP process, starting with initial contact through transition, and supported by the evidence of how children learn best through every day activities and routines with familiar people; and
- The essential knowledge that practitioners must have, including how to
 - gather information from families throughout the process,
 - conduct a functional assessment,
 - develop high quality, functional, and individualized outcomes and goals, and
 - complete the child outcomes measurement process for program improvement and program accountability.

B. Content Organization

This training is organized in six main sections, each comprised of presentation content, handouts and activities. Each section contains information relevant to both the IFSP and the IEP process.

The six sections are as follows:

Section 1: Setting the Context contains information and research on how children learn, the adult's roles in children's learning and the overarching purpose of EI and ECSE. Content includes an overview of the relationship of children's interests to engagement and mastery of new skills, the paradigm shift from child focused service provision to the support of families and caregivers, and the consensus-building work that has been done to establish a common mission and principles of both EI and ECSE. The connections to the child and family outcomes used for program improvement and program accountability are introduced in this section as well.

Section 2: Functional Assessment provides an overview of functional assessment and information on how to use data gathered to develop the child's IFSP or IEP. This section also includes video activities to provide participants with the opportunity to practice using functional assessment to develop individualized outcomes and goals.

Section 3: Integrating Functional Assessment and Outcome Measurement with IFSP Outcomes/IEP Goals includes the federal requirements for outcomes and goals, information and resources about developing outcome/goal statements, and the criteria, procedures and timelines that must be included.

Section 4: Functional, High Quality IFSP Outcomes and IEP Goals includes the definitions of high quality outcomes and goals. Also included are the "Enhancing Recognition of High-Quality, Functional IFSP Outcomes and IEP Goals: Training activities for Infant and Toddler service providers and ECSE teachers" resources to support the understanding of high quality outcomes and goals.

Section 5: IFSP Strategies to Meet Outcomes and IEP Objectives to Meet Goals provides information on *who*, *what* and *how* outcomes and goals will be addressed, and *how* to determine services to meet the outcomes and goals.

Section 6: Applying the Information: Practical Learning Experience provides participants with an opportunity to bring all the information together by reading about a child, developing outcomes/goals and determining strategies and services.

C. Using the Training Package and Suggestions for Adaptations

The presentation, trainer notes, handouts and activities have been compiled for this training. Instructions for activities and the use of handouts are contained within the Trainer Notes pages. Instructions are identified as "***Trainer Notes***" and are italicized. Trainers should read through the Trainer Notes pages to prepare for the training.

Components of this training package have been used in many ways and for different purposes. The complete set of materials represents one, full day (6 hour) training with both EI and ECSE representatives in the audience. Alternatively, the presentation has been presented in a half-day (3 hours) format, once with EI staff alone; and once with both EI and ECSE together. It has also been abbreviated as a conference session (90 minutes) with both EI and ECSE in attendance. Please see Appendix A for a sample participant agenda for the full day training.

The training package has been designed to be adapted in any way to suit the audience and length of time available. The following are some suggestions for adaptations by time, audience and content.

- a. **Adaptions by time:** This training may be adapted for a half-day (3–4 hour) time frame or for a conference session length of time (90 minutes–2 hours). When adapting by time, content may be condensed and activities either shortened or eliminated. The times listed in the sample Participant Agenda (Appendix A) should be adjusted according to the amount of time available.
 - 1. The **half-day training** can accommodate all of the content and activities, including the *Application* activity, if overall time on each topic is reduced.
 - 2. For the **conference session length**, you may use only one video activity (Tim or Nolan), and focus on the Rating IFSP Outcomes/ IEP Goals activity.
 - 3. For the conference session, slides may be selected from each of the sections based up on the needs of the audience and/or the content of the conference. For a 90 minute presentation, approximately 40-50 slides may be selected.
- b. **Adaptations by audience:** This presentation was developed for presentation to EI or ECSE audiences together but may be adapted to present to either audience separately. The table of handouts, activities, and supplemental materials identifies each item as specific to EI or ECSE. The presentation slides should be reviewed and edited as needed to tailor the presentation to IFSP outcomes (for EI providers) or IEP goals (for ECSE providers).
- c. **Adaptations by content:** All or portions of this Training Package may be used in a variety of ways to match the content needs of the audience. Examples might include:
 - 1. **Use as a series of trainings by topic area:** The content of the training may be broken down in to small chunks (i.e. How Children Learn; Functional Assessment, etc.) and offered as a series of 1-hour training events.
 - 2. **Use for Foundations presentation:** Setting the Context, Functional Assessment, IFSP Outcomes/IEP Goals and an introduction to the Rating Activity may be presented as a separate training.
 - 3. **Include content in existing trainings:** Slides, activities and handouts may be taken from this training package and included in existing state, regional and local training.
- d. **Adaptations to accommodate persons with disabilities:** Determine in advance if persons with disabilities will be participating in the training in order to adapt the presentation and materials as needed (e.g. large print materials, electronic files, seating preference, and sign language interpretation).

Citing the Source of Your Adaptation

The six presentations each begins with a title slide and an additional author credit slide that include the proper citations for the various authors of this material. If using the full presentation or adapting for content, audience or time, please ensure these slides are included in the presentation. If adapting the presentation for content and only using portions of the slides, it is recommended that credit be given on individual slides. In some cases, this credit is already included and should be kept on the slide if used. If no credit is included on a slide in the presentation and it is taken out and used elsewhere, the following citation should be used on the slide:

Adapted from: Developing High Quality, Functional IFSP Outcomes/IEP Goals Training Package.
 Retrieved from <http://ectacenter.org/knowledgepath/ifspoutcomes-iepgoals/ifspoutcomes-iepgoals.asp>

Appendix A. Sample Participant Agenda for Full Day Training

Time	Topic / Activity	Slides
9:00 – 9:15	Welcome and Introductions Session Purpose and Outline	Section 1, Slides 1-4
9:15 – 10:15	Setting the Context: <ul style="list-style-type: none"> • How children learn • Adults’ roles and supporting children’s learning • Goals of early intervention/ early childhood special education and the child and family outcomes 	Section 1, Slides 5-29
10:15 – 10:30	<i>Break</i>	
10:30 – 11:15	Functional Assessment	Section 2, Slides 5-21
11:15 – 12:00	Link: How children learn, functional assessment, and goals and outcomes Video Activity Using Information to Develop Functional Outcomes and Goals	Section 3, Slides 5-13 Section 4, Slides 5-7
12:00 – 1:00	<i>Lunch</i>	
1:00 – 1:30	Developing Functional Outcomes and Goals <ul style="list-style-type: none"> • IFSP Outcomes • IEP Goals 	Section 4, Slides 7-38
1:30 – 2:15	Activity: Rating IFSP Outcomes and IEP Goals Resources for developing outcomes and goals	Section 4, Slides 39-45
2:15 – 2:30	<i>Break</i>	
2:30 – 2:45	Developing Strategies and Services to Meet Goals and Outcomes	Section 5, Slides 5-13
2:45 – 3:45	Application: “Kim” Case Study	Section 6, Slides 5-6
3:45 – 4:00	Resources, questions and wrap up	Section 6, Slides 7-8

Appendix B. Reference List

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This document is available online at:
http://ectacenter.org/~pdfs/knowledgepath/ifspoutcomes-iepgoals/Guidance_for_Trainers.pdf

It also appears as a part of the ECTA Center's *Developing High-Quality, Functional IFSP Outcomes and IEP Goals Training Package* at:
<http://ectacenter.org/knowledgepath/ifspoutcomes-iepgoals/ifspoutcomes-iepgoals.asp>