

IFSP Outcomes Integration: What's in place? What's doable? What's a priority?

IFSP Process	Examples	In place?			Worth exploring or improving?		Priority		
		Yes	Partly	No	Yes	No	Now	Soon	Later
Identification/Referral	Examples								
The 3 global outcomes are used as an organizing framework for first conversations with family.	<ol style="list-style-type: none"> 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? 								
Triggering probes about the child's functioning in the 3 global outcome areas are used when discussing the reason for referral.	<p>You expressed concern that he's not talking like other 2 year olds.</p> <ol style="list-style-type: none"> 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? 								
Information (e.g., verbal, brochure, video...) describing the vision of program, including information about child and family outcomes is shared with the family.	A vision of our program is to ... To help us know if we are reaching desired results we look at 3 outcomes for children and # outcomes for families. ...								
Other:									
Intake –Family Assessment	Examples								
The program is explained in detail, communicating the purpose of program, as well as measuring child and family outcomes.	...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.								
Information is gathered about child and family by incorporating the 3 global outcomes.	<ol style="list-style-type: none"> Tell me more about opportunities your child has to be around 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? 								
The 3 global outcomes are used as a framework to think about the child's functioning in everyday routines and activities.	<p>Tell me more about bath time.</p> <ol style="list-style-type: none"> 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? 								
Other:									

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<i>Evaluation/Functional Assessment</i>	<i>Examples</i>									
Teams gather functional authentic assessment, including asking about the child's functioning in 3 global outcomes and daily routines.	<p><i>Tell me about meal times,</i></p> <ol style="list-style-type: none"> 1. <i>How does he participate in meal time?</i> 2. <i>When you talk about things do you think he understands what you are saying? How can you tell if he understands?</i> 3. <i>What is he doing with utensils?</i> 									
Team members share information gathered about the child's functioning ensuring coverage of 3 global outcomes.	<i>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 3 global outcomes to make rating decisions.</i>									
<i>Other:</i>										
<i>IFSP Development</i>	<i>Examples</i>									
The 3 global outcomes are used as the framework to document a narrative of the child's functioning and includes space for COS culminating statements.	<i>A program organizes the IFSP PLOD by the 3 global outcomes, incorporating information for all 5 domains of development, and including a culminating statement that defines the COS rating.</i>									
Based on all information already gathered, the rating process is completed with the family or reviewed with the family.	<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>									
<i>Other:</i>										
<i>Service Delivery</i>	<i>Examples</i>									
A child's progress in each of the 3 global outcome areas is discussed with the family and other team members.	<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>									
<i>Other:</i>										

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<i>Transition</i>	<i>Examples</i>								
The exit COS is completed, with family input.	<i>The program completes the exit COS before the family transitions.</i>								
The exit rating and information is shared with the receiving agency, as appropriate.	<i>The local program has a mechanism and agreement to share the COS exit with the receiving Part B preschool program.</i>								
<i>Other:</i>									