Closing the Circle: From the Evaluation Report to Early Intervention Services
Session One
2012-2013
Why is this course being offered?

- OCDEL has indicated that IFSPs must be improved.
- Present Levels of Development must be more elaborate and descriptive.
- IFSP outcome statements must contain only one skill and have measurable outcomes and improved progress monitoring statements.
- Improvement must be demonstrated when OCDEL returns to review IFSP’s in February.
- Improvement in writing begins NOW!!
Objectives

- Participants will be able to write participation based IFSP outcomes statements that focus on only one skill.
- Participants will be able to write quality Present Levels of Development that are descriptive, specific and balanced.
- Participants will be able to write reports that families can recognize, talk about, and use to track their child’s progress over time.
- Participants will be able to write measureable outcome strategies and progress monitoring statements that align with the child’s outcome.
Why is the course called
Closing the Circle: From ER to EI Services?

• The course emphasizes there should be alignment between all phases of the IFSP process.
• At each stage of the cycle, you should be able to see how each component links to the component before it and the component after it as shown on the schematic in the next slide.
Closing the Circle: From ER to EI Services
How does this course fit on the continuum of courses on the IFSP?

- Past Training
- Recent County Update training
- This course builds on past courses by having application activities.
- Future training
Worksheet # 1 Reflection Activity 1

• Take a look at the Annual you brought to class.
• Do you see the link between the PLD statements and the Outcome Statements?
• Do you have just one skill in each participatory outcome statement?
• Do you have a measurable outcome statement for each outcome?
• Is the measurable outcome statement a measure of achievement of the outcome?
• Does your progress monitoring statement link to your outcome statement?
• Does your progress monitoring narrative include the four components of progress monitoring?
• Where do you think your annual needs improvement?
Review of Course Handbook

• Number of sessions
• Requirements to receive credit
• Attendance Policy
Moving on to Present Levels of Development
What would parents think if they read your ER?

• Would parents recognize their child?
• Would they be able to describe the Present Levels of development to other important adults in their child’s life such as their:
  – Child care teacher,
  – Pediatrician,
  – other family members,
  – play group teacher &
  – faith group members
What kind of tool can help you remember items that can make your PLD statements more specific and descriptive of the individual child?

• We have developed a framework that is called “The Able Tool”.
Elaborating on PLD statements by using the “Able Tool”

• **Add** and ask parents and team members if you need more information to make your report more descriptive.
• **Balance** strengths and needs in your report.
• **Link** evaluation data to functional activities that children participate in their home and other natural environments.
• **Expand** on your statement by being specific.
Add and Ask

- **Add** means you add things to your annual that were said but not included in your report. **Ask** means you should have asked for more information.

- Examples of things you may not have entered but help make the PDL more descriptive
  - Interests
  - Choices
  - Preferences
  - Usual Patterns of Interactions
  - What children can do with support
  - Types of prompts needed
Balance Strengths and Needs
Moving on to developing Balanced statements
Small group activity

- Are your PLD statements balanced in terms of the child’s strengths and challenges?
- Are there as many statements about what the child can do as there are about challenges?
- Did you do a count?
- What did you notice?
- Take a few minutes to practice writing balanced statement.
- Rewrite one PDL and share what you wrote with other participants.
Moving on Linking assessment data to functional activities at home and in other natural environments?

- If professional jargon is used did you translate it to a functional description? For example, what does “uses a pincer grasp” mean to a family? How does using a pincer grasp link to functional activities - can the child pick up a cheerio, raisin, or small toy pieces?
- If the report says “manipulate objects”, can this be linked to the way the child participates in play activities by manipulating favorite toys at home?
- If the report indicates the child’s gross motor skills are on target, did you give a functional example? For example, you might note that the child can climb on playground equipment.
Emphasize Functionality
Small group activity
Linking items on the DAYC to functional activities Worksheet # 2

• Which of the items on the DAYC can you link to functional activities?
• Each group should look at one of the subtests and address how two or three items could be linked to functional activities. Be prepared to report out.

• Group 1: Cognitive
• Group 2: Communication
• Group 3: Motor
• Group 4: Adaptive
• Group 5: Social Emotional
Small group activity
Expand on your statement by being specific
Worksheet # 3

• Which of the items on the DAYC can you expand on by personalizing the information to the child?
• Each group should look at one of the subtests and address how two or three items could be linked to functional activities. Be prepared to report out.

• **Group 1**: Cognitive
• **Group 2**: Communication
• **Group 3**: Motor
• **Group 4**: Adaptive
• **Group 5**: Social Emotional
E- Expand

• If you say, “child reads books”, expand this statement to include the name of the child’s favorite books.
• If you say, “plays with favorite toys”, expand this by stating what the child’s favorite toys are.
• If you say, “enjoys outside play” expand by identifying what kind of outside play: swing set, slide, playing with balls and/or chase games.
• If you say, “Attends well”, expand by identifying who or what the child attends to. Describe for how long the child attends - for one minute, a few minutes.
Remember: Present Levels of Development must guide the development of the IFSP!!
Small group activity
Worksheet # 4 Present Levels of Development
“ABLE” Tool In Class Activity

• Pick one of your Present Levels of Development Statements to work on
• Make revisions in each category of the ABLE tool as needed
• Share with your group what changes you made
• Pass your revisions in
How should IFSP statements be written?

- We see IFSP outcomes that have more than one skill in each outcome statement.
- IFSP Participatory Outcome Statements should only have one skill.
What’s wrong with this outcome?

• Ethan will participate in dressing by putting his clothes on independently, walking, and expressing what he wants during routines.

• What’s wrong with this statement?

• How would you rewrite it?
Let’s practice
Small group activity

• Pull out your annual
• Look at your outcome statements
• If your outcomes statements have more than one skill in the statement rewrite them so they contain only one skill.
• Worksheet #5 Aligning Measureable Outcome Statements with Progress Monitoring
What is the participatory outcome statement formula?

• _____ will participate in (what activity routine)_____ by _______
Take home assignment in between Class 1 and Class 2

- Rewrite the other PLD statements that you wrote.
- Use the “ABLE” Tool as a guide to make revisions to each PDL statement.
- Use the Worksheet # 6: “ABLE “ Tool Take Home Activity to rewrite the PLD statements across the other domains and bring it to the next class.
- Everyone should add one item to each statement.
- The rewritten statement will be shared with your supervisor.