



## Integrated Early Intervention/ Outcomes Practices 2010

Draft Based on:  
**Agreed Upon Practices  
For Providing Early Intervention Services  
In Natural Environments (2008)**

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## Evidence Base and Intent of “Integrating” Document

- *Agreed Upon Practices* reflects consensus of a knowledgeable Stakeholder Group
  - Model neutral – agreement across models
  - Reflective of research, practice and “wisdom from the field and families (evidence based practices)
  - Includes legal requirements
- The Outcomes Think Tank (including many members of original Agreed Upon Practices Group) drafted suggestions for Integrating COSF for those who want to integrate practices

2



## Structure and Flow: 1st Contacts thru Intervention

- Numbered statements are practices - What a provider “should” do
- Bulleted statements are examples of the behaviors - suggestions for implementation
- This is NOT a checklist of everything, but there is a “flow”
- The highlighted language shows the draft additions suggesting how to integrate the outcomes work – based on Think Tank

3



## First Contacts with Families from Referral to the IFSP Meeting

1. Become acquainted and establish rapport.
2. Engage in a conversation to find out why the family is contacting early intervention and to identify the next appropriate step in the referral process.
3. Describe early intervention as a system of supports and services for families to help them facilitate their child’s learning and development, and successful participation in family and community activities.

4



## First Contacts with Families from Referral to the IFSP Meeting

4. As applicable, conduct a developmental screening.
5. For children proceeding to evaluation/assessment, explain the purpose and process, including the importance of gathering information about their child and their family’s concerns, priorities, and resources.
6. Begin gathering information about the family’s everyday routines and activities and the child’s behavior and interactions with others in those contexts.

5



## First Contacts with Families from Referral to the IFSP Meeting

7. Discuss with the family the formal and informal supports they use or would like to use.
8. Explore and identify the roles that the family may want to play in their child’s evaluation and assessment process.
9. Provide written prior notice along with all the procedural safeguards, and ask the family to sign consent for evaluation and assessment and release of medical or other records.

6



### First Contacts with Families from Referral to the IFSP Meeting

- 10. Evaluate and assess the functional needs and strengths of the child.
- 11. Determine if the child is eligible and explain and provide written prior notice.
- 12. Describe the purpose and process, of the initial IFSP meeting, including a thorough explanation of the IFSP document.

7



### The IFSP Meeting

- 1. Establish a welcoming and respectful climate for family members and caregivers as equal members of the IFSP team.
- 2. Review the purpose and process (agenda) of the IFSP meeting. Review the IFSP document as a dynamic plan that will guide the provision of supports and services.
- 3. Collaboratively review information collected during early contacts regarding family concerns, priorities, and resources.

8



### The IFSP Meeting

- 4. Collaboratively review information gathered previously about the child's health, development, and learning.
- 5. Discuss, summarize and record information needed for completion of the entry Child Outcomes Summary Form (COSF).
- 6. Collaboratively identify and write functional IFSP outcomes to be achieved for the child and the family.

9



### The IFSP Meeting

- 7. Collaboratively plan and write strategies/activities, services, and supports to address outcomes and enhance participation and learning in natural environments.
- 8. Identify the criteria, procedures, and timelines used to determine progress toward achieving each outcome.
- 9. Provide justification of the extent, if any, to which services will not be provided in a natural environment.

10



### The IFSP Meeting

- 10. Identify transitions that the child and family may be facing and identify useful supports.
- 11. Identify the team member who will provide ongoing service coordination or explain that the primary service provider will also assume coordinator responsibilities.
- 12. Ensure the family understands relevant procedural safeguards and next.

11



### On-Going Intervention Practices

- 1. Build on or establish trust and rapport.
- 2. During the first visit, review the IFSP and plan together how the time can be spent.
- 3. For on-going visits, use the IFSP as a guide to plan how to spend the time together.

12



### On-Going Intervention Practices

- 4. During all visits, participate with the family or other caregivers and the child in the activity and/or routine as the context for promoting new skills and behaviors.
- 5. Jointly revise, expand, or create strategies, activities or routines to continue progress toward achieving IFSP outcomes and address any new family concerns or interests.
- 6. Modify the IFSP to reflect changes in supports, strategies, activities, or routines.

13



### On-Going Intervention Practices

- 7. Prepare and assist with formal reviews and revisions of the IFSP.
- 8. During an annual review, depending on State and local policy and guidelines, discuss, summarize and record information needed for completion of the Child Outcomes Summary Form (COSF).
- 9. Prepare families for transition out of Part C services.

14



### On-Going Intervention Practices

- 10. Explain and follow the regulations, timelines, and procedures for transition plans, planning conferences, and data collection.
- 11. During a last visit or team meeting, discuss, summarize and record information needed for completion of the exit Child Outcomes Summary Form (COSF).

15



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16