# Integrating Child Outcomes Measurement with Individual Education Program (IEP) Development

#### **Child Find and Referral**

#### Transition from Part C

- Receive notification from Part C of child potentially eligible for Part B service
- Provide a written copy of procedural safeguards to parents
- Receive child records from Part C with parental permission, e.g.,
  - o İFSP
  - Assessment reports
  - o Part C exit COS
  - Other pertinent information
- Attend transition planning conference
- Explain Part B procedural safeguards, eligibility, IEP process, and possible service options to the family
- Describe the continuing importance of the three global outcomes
- Describe purpose and importance of family involvement indicator
- Use the three global outcome areas as a framework for discussion
- Participate in development of transition plan

### **Referral from Other Source**

- Embed information about the three global outcomes into child find materials
- Receive referral or parental request for evaluation
- Provide a written copy of procedural safeguards to parents
- Conduct screening, if appropriate (may proceed directly to evaluation)
- Share information about preschool special education
- Describe purpose and importance of the three global outcomes (i.e., ECO outcomes and IEP goals)
- Describe purpose and importance of family involvement indicator
- Gather parent concerns using the three global outcome areas as a framework
- Determine with family if they wish to have child evaluated for eligibility and services
- Gather/use existing assessment, medical and other pertinent information, with parental permission

### **Evaluation and Eligibility**

- Provide family prior written notice and obtain consent for evaluation, which begins evaluation timeline
- Determine additional evaluations and information needed to establish if child is a child with a disability
- Schedule evaluation at mutually agreeable time & place with family
- Provide opportunity for families to share child abilities, strengths and developmental concerns across settings and routines
- Conduct evaluation/assessment using authentic assessment strategies across settings and routines
- Determine academic, developmental and functional needs of the child
- Gather supporting evidence for COS throughout assessment and evaluation
- Document present levels in functional ways considering the three outcome areas to be used for IEP development and the COS rating
- Determine eligibility as a team
- Provide prior written notice on eligibility decision

### **IEP Development**

IEP team, including family, meets to develop IEP

- Document child's strengths and Present Levels of Educational Performance (PLEP)
- Age-anchor the child's development using tools that reference skills and behaviors associated with ageexpected behavior
- Finalize COS as IEP team discusses PLEP, adjusting as needed from earlier in process
- Identify parents' priorities & concerns
- Establish functional and measurable goals
- Identify strategies
- Determine necessary services
- Determine placement (LRE)
- Document progress monitoring reporting schedule
- Ensure completion of entry COS soon after beginning services, if not finalized during IEP development
- Provide family prior written notice and obtain consent for IEP services

## **Service Delivery**

- Implement services for which consent was provided.
- Ensure that IEP is implemented in a timely manner.
- Provide IEP services
- Monitor progress
- Document and share child's progress on the IEP goals and in the three global outcome areas with family regularly
- Complete collection of family involvement indicator as indicated by state procedure
- Ensure timely annual IEP meeting (or when requested by family or LEA) to review and modify IEP
- Provide procedural safeguards notice annually
- As appropriate consider transition steps
- At exit complete COS using assessment and other information across settings and routines

**NOTE:** The three outcomes to be measured for federal reporting purposes will be referred to as the "**3 global outcomes**" throughout: (1) Positive social-emotional skills (including social relationships); (2) Acquisition and use of knowledge and skills (including early language/communication and early literacy); and (3) Use of appropriate behaviors to meet their needs. **COS**=Child Outcome Summary or other child outcome measure.

#### LEGEND:

Red font = child outcomes and family indicator measurement steps

Black font = IEP steps

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