

Lily's Assessment & IFSP Development

Video Reflection Guide



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Guidance for Supervisors, Training Facilitators and Faculty

This video provides an example of how information from an assessment for service planning can be used to provide a comprehensive overview of a child's development using the three OSEP child outcomes and develop individualized IFSP outcomes and goals. Questions asked by professional team members are highlighted throughout the video to draw attention to how these questions were used to include the caregiver and invite her input throughout the process. Sample pages from Lily's IFSP are available for teams to review as they work through this reflection guide.

Please note that this video is intended to be used for reflection and discussion about assessment and IFSP development practices. The video provides a real-world example of a skilled team of EI professionals collaborating with a family. As a real-world example, it is likely that viewers will identify aspects of the video which could be improved or which differ from their own program's processes. The reflection questions below are intended to help viewers engage in self-reflection as well as respectful, constructive critique of strengths and areas for improvement of practices exhibited in this video.



Video: [Lily's Assessment & IFSP Development](#)



Video time: 32 minutes



Participants: Lily
Mrs. Smith (Lily's grandmother)
Paula (service coordinator)
Emily (educator)
Laura (occupational therapist)

Lily's Assessment

Lily's initial assessment for service planning takes place in her grandmother's home. Mrs. Smith joins Lily and the rest of the team to sit on the floor while the assessment is conducted. Emily, the educator, facilitates the discussion about Lily's development, asking Mrs. Smith a variety of questions to help her share what she knows about Lily. Laura, the occupational therapist, observes Lily's behavior and interacts with her to accomplish the play activities required for the assessment. Laura and Emily share the responsibilities of engaging Lily in the play activities and observing her behavior. They complete the assessment protocol during the assessment and use it as a reference point for reporting their findings. Lily is 15 months old (adjusted age of 13 months) at the time of this assessment.

The brief clips of Lily's assessment are included in this video to set the stage for the reporting of assessment findings and the development of IFSP outcomes.



REFLECTION QUESTIONS

- How does Lily's assessment compare to assessments in your program?
- What do you notice about how Emily and Laura share responsibilities for conducting the assessment?
- How is Lily's grandmother included in the assessment?

Summarizing Lily's Eligibility

After the assessment is completed, Paula summarizes Lily's eligibility for early intervention, reminding the team that Lily automatically qualifies due to her prematurity and NICU stay greater than 28 days. Emily also notes that Lily is showing a developmental delay in her expressive communication skills, which would also qualify her for the program. This summary acts as a transition point between the assessment activities and the reporting of assessment findings.



REFLECTION QUESTIONS

- How does your team transition from the assessment to the discussion about findings?
- Is this a smooth transition for the family?
- What is the service coordinator's role during this transition?

Reporting Assessment Findings using the Three OSEP Child Outcomes

Following Lily's assessment, the findings are discussed using the framework of the three Office of Special Education Programs (OSEP) child outcomes. The outcomes include: positive social-emotional skills, acquiring and using knowledge and skills, and using appropriate behaviors to meet needs. Emily and Laura use this framework to share their observations about Lily's development in preparation for developing the IFSP.

A copy of Section II of Lily's IFSP, including the assessment narrative written by Lily's IFSP team, is included in the supplemental materials for this video. This written narrative can be used as an example of how the assessment findings, which were shared on the video, could be written in the IFSP.



REFLECTION QUESTIONS

Initial Impressions

- How does this assessment reporting compare to how your teams share this information with families?

- What did you think this team did well? What could they have done better?

OSEP Child Outcomes

- What did you notice about how Emily and Laura explained each of the child outcomes?
- What did you notice about how Emily explained the need to determine the child outcome ratings? How did she include other team members in this determination?
- Emily and Laura don't mention the developmental domains (with the exception of gross motor) but still are able to provide a comprehensive overview of Lily's development using the framework of the three child outcomes. How does this compare to your team's summary process?

Explaining Assessment Findings

- What did you notice about how Emily and Laura related the assessment findings to Lily's real life?
- How did Emily and Laura discuss skills that Lily is showing now? How did they discuss skills that Lily has not yet achieved? Could you tell which skills Lily needs to gain next?
- How did Emily and Laura check in with Lily's grandmother about the accuracy of their assessment observations? Why is this important?

Assessment Narrative

- Review the assessment narrative from Lily's IFSP. What do you think is written well? What could be improved?
- How does this narrative compare with what is currently written by your team(s)?

Roles of Team Members

- Who primarily facilitated this discussion? Who facilitates this discussion on your team(s)?
- What was Paula's role during and after the assessment reporting? How does this compare with how service coordinators engage families and other team members during the assessment?
- How would you describe Mrs. Smith's role during this discussion?

Developing Outcomes and Goals for Lily's IFSP

After the assessment findings have been discussed, the team proceeds with the IFSP development process. Mrs. Smith had signed the Parental Prior Notice (PPN) form, acknowledging that Lily was found eligible for early intervention, that a meeting was needed to develop the initial IFSP, and that she had received a copy of her family rights. Mrs. Smith also indicated her permission for the IFSP development to occur prior to the 5-day prior notice timeline on the PPN form.

Paula explains that it is time to develop Lily's IFSP, which begins with a discussion about long-term outcomes for Lily based on what Mrs. Smith would like to see happen over the next year. She invites Mrs. Smith to share her ideas about what she would like to see Lily doing in a year from now. Emily helps facilitate this discussion by using open-ended questions that assist Mrs. Smith in sharing details about her outcomes for Lily.

As you watch this section of the video, pay attention to the questions Emily uses and how Mrs. Smith answers them. Note how Mrs. Smith's answers are used to individualize Lily's IFSP outcomes and short-term goals.

A copy of the first outcome written to address Lily's communication is included in the supplemental materials for this video. An outcome development checklist is also included that you can use to critique the long-term outcome and short-term goals written by Lily's IFSP team.



REFLECTION QUESTIONS

Initial Impressions

- What are your impressions of this section of the video?
- What are the strengths of how this process was facilitated? What suggestions for improvement do you have?

Including the Caregiver

- How did Emily and Paula include Mrs. Smith in the outcome development process?
- How does Emily use open-ended questions to facilitate this discussion? What effects do these questions have on the type of information Mrs. Smith shares and her participation in the discussion?
- Emily provides Mrs. Smith with the opportunity to share her thoughts throughout the outcome development process. What questions does she ask to help Mrs. Smith share the outcomes she would like to see? How are the words Mrs. Smith uses to describe her outcome for Lily used in the actual wording of the outcome on the IFSP?
- Emily often asks Mrs. Smith to describe what the outcome or goal would look like. Why is knowing this important to developing individualized IFSP outcomes and goals?
- After the communication outcome is written, Paula mentions that Mrs. Smith was originally concerned about Lily's motor development and asks if she still has any concerns. How did this help the team ensure that all of Mrs. Smith's concerns are addressed?

Individualizing the Outcomes and Goals

- How does Emily use Mrs. Smith's input to individualize each IFSP outcome and goal?
- How does the team determine the criteria for measurement for each outcome and goal? How is Mrs. Smith included in this discussion?

Roles of Team Members

- What was Paula's role during the outcome development process?

- How would you describe the roles that Emily and Laura played during this discussion?
- What role did Mrs. Smith play in the outcome development process? Do you think she felt included?

Critiquing Lily's Outcome and Goals

- Review Lily's IFSP outcome page (for her communication) and critique her outcome and goals using the Outcome Development Checklist. What did the team do well? What could be improved and how?

Wrap-Up

- How does this process compare with your team's outcome development process?
- What are some of the questions that Emily, Paula, and Laura ask that you would like to remember to use with families? What other questions do you use now?
- What is one thing you observed in this part of the video that you can use when you participate on an IFSP team?

Determination of Early Intervention Services

Once the IFSP outcomes are developed, the team moves to discuss early intervention services. First, service coordination is discussed. Paula explains her role as the family's service coordinator so that Mrs. Smith knows what to expect.



REFLECTION QUESTIONS

- What are your impressions of Paula's explanation? If you were Paula's supervisor, what feedback would you give her?
- How does this compare to how you explain your role as a service coordinator?

Next, Emily and Paula facilitate a discussion about which early intervention service provider would be most appropriate to work with Lily and her family to address the IFSP outcomes. Emily makes the recommendation for Lily to receive developmental services, and the rest of the team agrees. She explains how the developmental services provider could help address both of Lily's outcomes. Frequency of services is determined, with Mrs. Smith's input. Emily explains how coaching is used to support the family in encouraging Lily's development during the family's daily routines.



REFLECTION QUESTIONS

- What are your impressions of this discussion? What feedback would you have for this team regarding what they did well and what could be improved?
- How is Mrs. Smith included in this discussion?

- How does this process compare to how services are determined in your program?



Special thanks to the Lily and her grandmother and Paula, Emily, and Laura from the Infant & Toddler Connection of Norfolk for their participation in this video.

Child's Name: Lily Smith
 IFSP Date: 6-7-15 DOB: 4-22-14

Infant & Toddler
 Connection of Virginia



Section II: Team Assessment

A. Referral Information, Medical History, Health Status:

Lily was referred to early intervention by her pediatrician, Dr. Bateman, due to suspected developmental delay. She was born at prematurely at 30 weeks gestation and stayed in the NICU for 8 weeks. She passed her newborn hearing screening. Lily has history of chronic ear infections, having had three in the last four months. Otherwise, Lily is generally a healthy child, besides the occasional cold.

B. Daily Activities and Routines

Early intervention supports and services are designed to fit into your family's life and take place as part of the daily activities of your child.

- Things your child does every day (or every week)
- Activities your child enjoys
- Activities or times of the day that are difficult or frustrating for you or your child (if any)
- Places you and your child go (or would like to go)
- Things you would like to do as a family, but cannot do because of your child's needs (if any)

Lily likes to play in her play pen and her favorite thing to do is shake herself back and forth. She also enjoys watching programs on TV and watching her siblings play. Lily likes to watch them play but will not join in to play with them. She likes music and her favorite toy is her Leap Frog musical toy. She also loves to hold her white rabbit when she goes to sleep. Night time is usually difficult because Lily wakes up twice in the middle of the night. Meal time is also difficult because she wants to feed herself, but does not get much of the food in her mouth yet. Lily and her family like to go shopping and out to eat at McDonalds. They plan to go to the park and to the beach when it gets warmer outside.

C. Family Concerns, Priorities, and Resources:

To best support your child and family, it is helpful to understand what is important to your family. Your family's concerns, priorities, and resources will be used as the basis for developing outcomes and identifying strategies and activities to address the needs of your child and family. You may share as much or as little information as you choose.

Voluntary!

Your child can still receive services if this section is not completed.

_____ Parent initial if choosing not to include this information in the IFSP.

MY FAMILY'S CONCERNS

Concerns I have (if any) about my child's health and/or development. Information, resources, and/or supports I need or want for my child and/or family.

Lily's grandmother is concerned that Lily is not talking or walking and that she is not where she should be for her age. He is also concerned about Lily's chronic ear infections and that she is still taking the bottle.

MY FAMILY'S PRIORITIES

The most important things for my child and/or family.

Lily's grandmother wants Lily to be caught up with her overall development. She would like to see Lily communicating more and associating sounds with things so that when you name something like a ball, Lily will look at it. She would also like to see Lily walking on flat feet.

MY FAMILY'S RESOURCES

Resources that my child/family has for support, including people, activities, programs/organizations

Lily's grandmother reported that the family's church and other family members and friends are very supportive resources.

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Section II: Team Assessment

D. Summary of Your Child's Development (*Comparisons to same age peers are based on your child's chronological age; the comparisons are not adjusted for prematurity. At the annual IFSP, this section will also document new skills your child has shown since the first IFSP.*)

Social/Emotional Skills, including social relationships: *This area involves how your child interacts with adults and with other children, including how your child communicates his or her feelings.*

Lily is becoming very independent now. She crawls around the house on her own to explore and is comfortable leaving adults for very brief periods. She isn't yet showing much separation anxiety. She likes to get her grandmother's limits to understand the rules, as she will repeat an action when told "no," looking for her grandmother to say it again. She has formed a strong attachment with her grandmother over the last few months as she will go to her for comfort when upset, and goes to "check in" with her when there are other adults present. Lily is beginning to play with her siblings. She will dance with them and follow them around the house when planning. She is also starting to defend her toys in play, as she will fuss and cry if someone takes them from her.

Child's Development in Relation to Other Children the Same Age:

Lily uses many important skills that are necessary for development of more advanced skills. She is not yet showing skills used by other children her age in this area.

Acquiring and Using Knowledge and Skills, including early language/communication: *This area involves how your child learns, including development of imitation, thinking, remembering, problem solving skills and using language (including gestures) to communicate what he or she knows and understands.*

Lily is very interested in exploring and learning about her environment. She crawls and pulls to stand to explore items both on the floor and on tables, and loves to explore toys with her mouth as well. She is learning to imitate some play, as we saw her banging blocks together and beginning to scribble on paper. She is showing understanding of language by following some very simple directions like "come here," though she isn't yet looking for familiar items that her grandmother asks her for. Lily is developing her expressive language by babbling with a wide variety of consonant sounds, including "mama," "dada," and "nana," though she isn't yet using any true words. She does try to sing along when she hears music, especially when her Leap Frog toys plays "Twinkle, Twinkle."

Child's Development in Relation to Other Children the Same Age:

Lily uses many important skills that are necessary for development of more advanced skills. She is not yet showing skills used by other children her age in this area.

Use of Appropriate Behaviors to Meet Needs: *This area involves how your child lets you know what he or she needs, how your child gets where he/she wants to go, and how your child is learning to take care of himself/herself, like dressing and undressing, feeding himself/herself, sleeping through the night, and using the toilet. This area also includes how your child is learning to follow directions about safety.*

Lily is a very active little girl. She is just beginning to stand without support for a few seconds at a time. She rapidly crawls to get to an out-of-reach toy or to explore her environment. She can take steps with her hand held, and she spends most of her time walking on her tip toes. She just pushed to stand for the first time today by getting in tripod position (hands and feet on the floor with her bottom in the air) and pushing up with her hands. When she has access to stairs, she is climbing the stairs on her hands and knees. Lily does not help in dressing by pushing her hands or feet through clothing, but she does like to pull her socks or pants off and has just learned to pull off her diaper. Although she does not yet use words to point to request, her grandmother knows that she has a dirty diaper or is hungry by the cry she makes. She can eat almost anything given to her to eat, and when she is done she throws her food or plate on the floor. She plays with a fork but does not yet purposefully put it to her mouth to eat. She can hold a bottle independently and is starting to use a cup, but has not mastered holding the handles yet. Lily has very good control of her hands and is very capable exploring her toys. She is a good sleeper, waking up a few times during the night but falling back to sleep on her own.

Child's Development in Relation to Other Children the Same Age:

Lily uses many important skills that are necessary for development of more advanced skills. She is not yet showing skills used by other children her age in this area.

Child's Name: Lily Smith
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Section IV: Outcomes of Early Intervention

Date Outcome Added: _____

Acquisition: Describe skill or behavior desired to be achieved.

Context or Setting within Everyday Routines and Activities: Identify routines/activity in which behavior occurs.

Criterion for Achievement Over What Amount of Time: Describe frequency/duration/rate for the new skill/behavior stated over a specific time period.

Outcome (Long-Term Functional Goal) **#2** **Target Date:** 6-15-16 **Date met, changed or ended:**

Lily will use a short phrase to let her grandmother know what she wants before naptime, seen 2x/day for 1 week.

Learning opportunities and activities that build on your child's and family's interests and abilities:

Practice using short phrases during mealtimes, when playing with siblings, at nap and bedtimes, and when out with her family to McDonalds, church, or to the park.

Short-Term Goals

Short-Term Goals	Target Date	Date Met
Lily will use a word for her primary caretakers, including "grandma" and "nana" 10x/day for 1 week.	12-7-15	_____
Lily will imitate a word for what she wants, such as when she is hungry or to ask for a shoe, her baby, or her musical toy, 5x/day for 1 week.	12-7-15	_____
Lily will look at or go get a familiar item (such as shoe, ball, baby) when her grandmother talks about the item at least 5x/day for 1 week.	12-7-15	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
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_____	_____	_____
_____	_____	_____
_____	_____	_____

Interventions (Treatment procedures and/or modalities)

- Expressive and receptive language skills training
- Caregiver/parent training
- Cognitive skills development

Key Characteristics of Well-Written IFSP Outcomes Outcome Development Checklist

Critique the IFSP outcome by comparing it to the following key characteristics of well-written outcomes. Check to see if each characteristic is included or addressed in the outcome. When the outcome does not have a characteristic, describe how the outcome could be improved. This checklist can also be useful when critiquing long-term outcomes and short-term goals.

Yes/No	Well-written outcomes include:	If not, how could it be improved?
	Acquisition statement <i>Who will do what</i>	
	Context <i>Where the activity will occur</i>	
	Criteria for measurement <i>How we will know when the outcome is met</i>	

Yes/No	Well-written outcomes are:	If not, how could it be improved?
	Strengths-based <i>Outcome is based on something the child will learn to do</i>	
	Focused on family hopes and priorities <i>Based on what the family has shared in the IFSP</i>	
	Individualized <i>Reflects activities and interests of this child and family</i>	
	Contextualized <i>Includes activities, places, people, and items that are important to the child and family</i>	
	Functional <i>Reflects an outcome that is necessary for the child to participate in activities that are important for the child and family</i>	
	Measurable <i>Includes criteria that are understood by all team members and are measurable by families during their daily routines</i>	

Yes/No	Well-written outcomes meet these rules of thumb:	If not, how could it be improved?
	3rd word is an active verb <i>Ex: Alex will walk... Jalyn will eat...</i>	
	Discipline-free <i>Outcome belongs to the family and does not indicate that any particular discipline must address it (i.e., it is not a PT goal or speech goal)</i>	
	Jargon-free <i>Family-friendly, real-world language is used</i>	

Key Characteristics of Well-Written IFSP Outcomes Outcome Development Checklist

ANSWER KEY FOR LILY'S LONG-TERM OUTCOME #2

Critique the IFSP outcome by comparing it to the following key characteristics of well-written outcomes. Check to see if each characteristic is included or addressed in the outcome. When the outcome does not have a characteristic, describe how the outcome could be improved. This checklist can also be useful when critiquing long-term outcomes and short-term goals.

Yes/No	Well-written outcomes include:	If not, how could it be improved?
YES	Acquisition statement - Lily will use a short phrase to let her grandmother know what she wants. <i>Who will do what</i>	While the outcome contains all three components, it could be further individualized by adding examples of the short phrases, based on input from her grandmother.
YES	Context - before naptime <i>Where the activity will occur</i>	
YES	Criteria for measurement - seen 2x/day for 1 week <i>How we will know when the outcome is met</i>	

Yes/No	Well-written outcomes are:	If not, how could it be improved?
YES	Strengths-based - Lily is building on her early communication skills. <i>Outcome is based on something the child will learn to do</i>	
YES	Focused on family hopes and priorities - One of Lily's grandmother's priorities was for Lily to communicate her needs. <i>Based on what the family has shared in the IFSP</i>	
YES	Individualized - Outcome refers to naptime which was mentioned by her grandmother as a time when she would like Lily to communicate. <i>Reflects activities and interests of this child and family</i>	
YES	Contextualized - Context is naptime which was important to her grandmother and occurs for Lily 2x each day. <i>Includes activities, places, people, and items that are important to the child and family</i>	
YES	Functional - Outcome would help Lily participate in preparing for naptime and help improve the routine. <i>Reflects an outcome that is necessary for the child to participate in activities that are important for the child and family</i>	

Yes/No	Well-written outcomes are:	If not, how could it be improved?
YES	Measurable - When Lily is using short phrases at naptime 2x/day over a 1 week period, we will know the outcome has been met. <i>Includes criteria that are understood by all team members and are measurable by families during their daily routines</i>	

Yes/No	Well-written outcomes meet these rules of thumb:	If not, how could it be improved?
YES	3rd word is an active verb - Lily will use... <i>Ex: Alex will walk... Jalyn will eat...</i>	
YES	Discipline-free - No particular discipline is reflected in this outcome because it is drawn from the grandmother's priority <i>Outcome belongs to the family and does not indicate that any particular discipline must address it (i.e., it is not a PT goal or speech goal)</i>	
YES	Jargon-free - Outcome is free of technical jargon. <i>Family-friendly, real-world language is used</i>	