Identification and Referral

- Receive referral
- Collect information on referral form including reason(s) for referral and results of screening or assessment, if applicable
- Establish child's record

- Gather family's concerns and general information about child following procedures dictated by service delivery model (dedicated versus integrated service coordinator)
- Use the 3 early childhood outcomes as organizing framework for first conversations with family i.e., How does he get along with his brothers/sisters?
- Discuss reasons for referral, triggering probes for child's functioning in the 3 early childhood outcome areas
- Provide general information about program
- Share program brochure describing vision of program and information about the 3 early childhood outcomes and the family outcomes
- Determine family's interest in accessing program services and scheduling initial visit

Intake and Family Assessment

- Schedule initial visit with family (confirm in writing)
- Determine need for surrogate parent and/or interpreter
- Acknowledge referral in writing with referral source

- Explain program in detail, communicating purpose of program as well as child and family outcomes to be measured
- Determine with family if they wish to have child evaluated and assessed

- Provide and explain parental rights
- Obtain written parent consent for evaluation/ assessment of child and request release of information forms
- Provide prior notice for evaluation

- Gather information about child and family, incorporating 3 early childhood outcomes
- Use outcomes framework to think about child's functioning, discussing everyday routines and activities of child and family
- Use information gathered at intake to help determine evaluation team
- Gather and document information about the child's functioning through naturalistic observation
- Gather information about family concerns and priorities for their child and family
- Gather information about family resources to assist in addressing priorities and concerns

Child Evaluation and Functional Assessment

45 days

Request existing developmental and medical information

- Determine if child is automatically eligible (diagnosed condition)
- Determine necessary evaluation and assessment tool(s) to identify child's developmental status and unique needs in each developmental area
- Ensure sharing and continuity of information gathering considering the 3 early childhood outcomes
- Determine composition of final evaluation and assessment team
- Schedule evaluation and assessment with team and family at place and time convenient for family
- Provide parental prior notice/rights
- Prepare family and coordinate team preparation for evaluation/ assessment

Team, including family, conducts evaluation and assessment, determines eligibility, and provides parental prior notice/rights on eligibility decision

- Evaluation process and assessment(s) guides IFSP development
- Use functional authentic assessment practices in conversations with families guided by the 3 early childhood outcomes
  - Gather qualitative and quantitative information on child's functioning in daily routines
  - Elicit parent's concerns, priorities, resources
  - Facilitate and document observation of child in natural environment
  - Document child's functioning in the 3 early childhood outcomes compared to typical child development by identifying AE-IF-F skills**

IFSP Development

Provide family with parental prior notice/rights for initial IFSP meeting and prepare family for meeting

IFSP team, including family, meets to develop IFSP

- Summarize present levels of development functionally
- Review parents' priorities and concerns and daily routines
- Elicit parent input and discuss strengths/needs using the 3 early childhood outcome areas
- Document how child uses functional skills in the 3 early childhood outcomes areas using the Strengths & Needs Summary - Part IIIA of the IFSP
- Consider child's skills in relation-ship to typical development (AE-IF-F)**
- Based on all information gathered, review and assign a COS family-friendly descriptor statement correlated with COS ratings for each of the 3 areas
- Establish functional and measurable individual child & family outcomes
- Identify necessary services and timelines to begin services

- Provide parental notice/rights for agreed upon services
- Parents provide consent for IFSP services by signing IFSP

Service Delivery and Transition

Implement timely IFSP services for which consent was provided

- Coordinate ongoing service provision and ensure timely IFSP reviews /annual IFSP meeting to modify IFSP (including notice/rights)
- Provide ongoing progress monitoring using qualitative and quantitative information guided by the 3 early childhood outcomes
- Best practice - Complete COS at annual IFSP

- Provide parental prior notice/rights and coordinate timely transition conference
- Coordinate developing transition plan
- Ensure LEA notification
- Obtain consent for release of information to LEA or appropriate entity
- Ensure implementation of transition plan to ensure smooth transition
- Complete COS at exit

- Provide transition follow-up
- Provide parental notice/rights to discontinue services
- Close child's record

*The 3 outcomes measured for federal reporting purposes are referred to as "the 3 early childhood outcomes" throughout, to distinguish them from an individual child's IFSP outcomes.
Text in black indicates IFSP steps. Text in red indicates early childhood outcomes measurement steps integrated within the IFSP process.
**Child Outcomes Summary (COS) Worksheet may used to document a child's AE-IF-F skills.

Lucas, Hurth, Shaw, & Colgan – July 2010
Modified by Maryland's Child Outcomes Summary/IFSP Integration Workgroup – May 2011
Early Childhood Intervention and Education Branch/Division of Special Education/Early Intervention Services/Maryland State Department of Education