

# Reviewing the IFSP Process For Quality

Quality Indicator	How Did This IFSP Do?
<b>Identification/Referral</b>	
<p>Referral sources know how to make a referral to and understand the timelines.</p>	<p>How smooth and timely was this referral?</p>
<b>First Contact</b>	
<p>The service coordinator contacts the family as soon as possible after referral to gather and give information about the IFSP process and resources.</p>	<p>When did the SC first meet with the family? What made this visit easy/difficult and how could it have been done differently?</p>
<b>Evaluation &amp; Assessment Planning</b>	
<p>The family, service coordinator and the evaluation team make decisions about the following:</p> <ul style="list-style-type: none"> <li>❖ What methods will be used for evaluation/assessment</li> <li>❖ What kinds of information will be gathered</li> <li>❖ Where and when the evaluation will take place</li> <li>❖ What members of the multidisciplinary team will be involved</li> </ul>	<p>To what extent did this occur? What made gathering this information easy/difficult? How could it have been done differently?</p>

Quality Indicator	How Did This IFSP Do?
<p>Information is gathered from the family about both the child and the family's strengths, interests, activities as well as the family's concerns.</p>	<p>To what extent was this information gathered prior to the evaluation and assessment and used to plan the evaluation/assessment process?</p>
<b>Child Evaluation and Assessment</b>	
<p>Multiple methods and procedures of collecting evaluation/assessment information are used.</p>	<p>The following methods/procedures were used:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> developmental history</li> <li><input type="checkbox"/> record review</li> <li><input type="checkbox"/> parent report</li> <li><input type="checkbox"/> routines based interview</li> <li><input type="checkbox"/> language samples</li> <li><input type="checkbox"/> play-based evaluation</li> <li><input type="checkbox"/> developmental checklists</li> <li><input type="checkbox"/> criterion referenced instrument</li> <li><input type="checkbox"/> norm referenced instrument</li> <li><input type="checkbox"/> other:</li> </ul> <p>To what extent were the chosen methods useful? How were they documented?</p>

Quality Indicator	How Did This IFSP Do?
<p>Information collected in each of the five developmental areas (physical, cognitive, communication, social-emotional, adaptive) provides a clear picture of the whole child and the information is written in terms the family understands.</p>	<p>To what extent is the whole child represented? Were there any gaps? How easily understood is the information? How could this have been done differently?</p>
<p>The multidisciplinary evaluation/assessment is done as a group process and not independent of one another.</p>	<p>Was there more than one individual involved in the evaluation/assessment? If so, did they evaluate together or independent of each other? How did this affect the process?</p>
Eligibility Determination	
<p>Eligibility is determined based on informed clinical opinion. No single source of information is used, specifically <b>not</b> a test score alone.</p>	<p>What information was used to determine this child eligible?</p>

<b>Quality Indicator</b>	<b>How Did This IFSP Do?</b>
Eligibility determination is a team process which must include the discipline from the area of concern.	Who (disciplines) was involved in determining this child's eligibility and were they the appropriate people?
<b>Planning for Initial IFSP Meeting</b>	
Necessary steps are taken to prepare for the IFSP meeting (ie. arranging for an interpreter, making sure the appropriate people will be attending, giving the family the written information)	What prior planning took place and how did that affect the IFSP meeting? What could have been done differently?
<b>Initial IFSP Meeting</b>	
Developing the IFSP is a team process which includes involving the family, service coordinator, evaluators, providers, and other members the family requests.	To what extent was developing the IFSP a team process and how did that affect the final plan?
Functional outcomes are developed based on the family's priorities.	To what extent were the outcomes based on the family's priorities?

<b>Quality Indicator</b>	<b>How Did This IFSP Do?</b>
<p>Functional outcomes are linked to child evaluation/assessment information and family information.</p>	<p>To what extent are the outcomes linked to child evaluation/assessment and family information?</p>
<p>Functional outcomes are written in context of the child/family's daily routines and activities and in family-friendly terminology.</p>	<p>To what extent are outcomes written within the context of the family's daily routines and how might the outcomes be improved? To what extent are the outcomes written in family-friendly terms?</p>
<p>Functional outcomes are realistic for the child's age.</p>	<p>To what extent are the outcomes realistic for the child's age/developmental level?</p>

<b>Quality Indicator</b>	<b>How Did This IFSP Do?</b>
<p>Supports and services are provided within the child/family's daily routines and activities.</p>	<p>Given what you know about the family, are the supports/services being provided within their daily routines and activities? If not, how might they be? What was challenging?</p>
<p>Part C dollars are used as payor of last resort.</p>	<p>To what extent are other funding sources used and what are they? Discuss what informal supports might be under-utilized?</p>
<p>"Other services" (related to enhancing the child's development) are listed as needed.</p>	<p>What "other services" are listed and are they services related to enhancing the child's development?</p>
<b>Implementation</b>	
<p>The plan of action is very specific about what supports/services will be provided, by whom, when, how and where.</p>	<p>How clear is the plan of action for each outcome?</p>

Quality Indicator	How Did This IFSP Do?
<b>IFSP Review &amp; Evaluation</b>	
<p>The IFSP is reviewed at least every six months. Progress toward and modifications of outcomes are made.</p>	<p>To what extent does the review reflect how things are going with the child and family?</p>
<p>The family, service coordinator and service providers provide input into six month reviews.</p>	<p>Who (role) was involved in the six month review and how? Was there anyone who was not involved who should have been?</p>
<p>The on-going assessment information and any new evaluation information is gathered and used to complete an annual IFSP.</p>	<p>To what extent was the on-going assessment and new evaluation information used in developing the annual IFSP?</p>

Quality Indicator	How Did This IFSP Do?
<p>The family, service coordinator, service providers, evaluators (as appropriate) and other members requested by the family meet to evaluate the IFSP annually.</p>	<p>Who (role) was involved with the annual review and how? Was there anyone who was not involved who should have been?</p>
<b>Transition</b>	
<p>Transition plans are written no later than 3 months prior to the child's third birthday (or transitioning out of Part C, whichever comes first).</p>	<p>How many months prior to the child transitioning was the transition plan written and how did this affect the transition process?</p>
<p>The school district or Lead Educational Agency is notified and participates in the transition planning.</p>	<p>To what extent was the school district or Lead Educational Agency involved in the transition planning and how did this affect the transition process?</p>

<b>Quality Indicator</b>	<b>How Did This IFSP Do?</b>
The transition plan clearly states the steps that will be taken, by whom and timelines for achieving each step.	To what extent is the transition plan clearly written? What could have made this a smoother transition?

**To what extent do you think this is a meaningful plan to the family?**

**Which steps in the process seemed to have gone well?**

**Which steps in the process could have been improved and how?**