Integrating Child Outcomes Measurement into the IFSP: A Summary of State Approaches

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Purpose

This document was developed as an informal summary of the different approaches states have to integrating the three child outcomes into their IFSP processes. The integration of child outcomes happens throughout the IFSP process, and states have chosen, based on existing processes and state context, how to implement the exact integration of the outcomes measurement. This document shows the different approaches, so that states who are considering an integrated process, might see the options and learn from other states what works well for them.

The content of this document is meant to provide examples of different approaches, not endorse one approach over another.

Content

This document currently includes summaries of the following:

- Approaches to capturing child outcomes measurement in different states' IFSP forms; and
- Use of child outcomes descriptor statements (rather than numerical ratings).

Additional topics will be added upon request.

Use

This document may be used by TA staff to support individual state discussion, or the discussions of ECTA and DaSy topic cohorts and learning communities. It is not intended for public posting.

Approaches to Capturing Child Outcomes Measurement in Different States' IFSP Forms

Several states integrate the description of a child's functioning and measurement of the three child outcomes into the IFSP process and, including into the IFSP form. The IFSP forms differ in where and how they include outcomes measurement in the content and sequence of addressing IFSP content requirements.

Below are descriptions of how different states include the reporting of child outcomes in their IFSP forms. All states listed use the Child Outcomes Summary (COS) process, which is a systematic team-based child outcomes measurement method for summarizing information from multiple sources about a child's functioning. Some states include summary descriptor statements; others do not.

Since the IFSP form can serve as a guide to conversations with families throughout the IFSP process, it is interesting to note the flow or sequence of how the outcomes information is gathered and recorded. The "flow" portion of the descriptions below don't include all of the elements in each state's IFSP process (e.g., referral, contact information, transition), but focus on the sequence of gathering information about children's functioning from families, assessments, eligibility, child outcomes measurement methods, and in the development of individualized child and family outcomes.

Key issues to consider when reviewing each state's description include:
- How much and what kind of information is gathered before determining eligibility; and
- How the state has included both the required present levels of development (PLOD) and a functional description of the child's behavior visa vie the three child outcomes.

KS (http://www.ksits.org/download/IFSP.doc)

"My Child's Story" (Child's Present Levels of Development) is a summary of assessment results, organized by the three outcome areas and discussed in the context of daily routines and activities. There is a chart for each of the three outcomes, and narrative sections on the child's functioning, enjoyment, and the family's desired changes. Information on all developmental domains is required to be addressed within the context of the three outcomes. Each chart ends with checkboxes for the 7 COS ratings written as descriptor statements rather than numbers. In addition, the individual child outcomes are tied back to the three child outcomes by checking one or more that relate to the individual outcome.

Flow: Eligibility; Health/Medical; My Child's Story (includes description of functioning in the three child outcomes, PLOD for all developmental domains and routines/activities); Family Concerns, Priorities and Resources; Child and Family Outcomes.

MD (http://ectacenter.org/eco/assets/pdfs/MDIFSPForms_Rev%20Aug2011.pdf)

MD uses the three child outcomes to organize the *Strengths and Needs Summary*. Information is presented in a chart with the three child outcomes as rows and Strengths and Needs as columns. A third column "*How does my child's development relate to his/her same aged peers"* is populated with a descriptor statement associated with one of the 7 COS ratings, and also serves as the location where progress is addressed (i.e., asks whether there have been any new/emerging skills since the last IFSP/COS discussion).

Flow: Health/Medical; PLOD; Eligibility; Family Concerns, Priorities and Resources; Routines in Natural Environments; Strengths and Needs Summary; Child and Family Outcomes.

NM (http://cdd.unm.edu/ecln/FIT/pdfs/FIT%20IFSP%20final%20-%20English.pdf)

NM uses the three child outcomes to provide a functional summary of the child's strengths and needs. The three outcomes are the rows of the chart and the columns are used for describing the child's functioning in each outcome in terms of strengths and needs. A final column lists PLOD (in months) in all developmental domains based on assessment results.

Flow: Eligibility; Your Family (Everyday routines, activities places and people in your life); Health/Medical; Present Abilities, Strengths and Needs (by the three child outcomes & PLODS); Child/Family Outcomes.

VA (http://www.infantva.org/documents/forms/IFSP_7-15_IFSP-ELEC.docx)

There is a section in the IFSP for narrative summaries of the child's development and functioning related to each of the three child outcomes. Each outcome is defined, space is provided for the narrative and there is a final space for a description of the "Child's Development in Relation to Other Children the Same Age." Since the form is usually completed in an electronic (web-based) format, a dropdown list for selecting a descriptor statement is provided.

Flow: Eligibility (not on the IFSP). Team Assessment - Referral, Health/Medical; Daily Routines and Activities; Family Concerns, Priorities and Resources; and Summary of Your Child's Development (organized by the three child outcomes), Present Levels of Development, vision and hearing (chart with a checklist of assessment measures and team members), Child/Family outcomes.

WA (http://www.del.wa.gov/publications/esit/docs/IFSP-SOPAF.pdf)

The *Summary of Functional Performance* section is organized by the three child outcomes. For each outcome, a brief description of its content is provided, as well as spaces for a narrative description of child's functioning and a descriptor statement associated with a COS rating. The *Assessment Team* page lists participants, methods/instruments and the family's role in both the COS process and providing functional information.

Flow: Health/Medical; Child/Family Routines and Activities; Family Concerns, Priorities and Resources; PLODS; Eligibility; Summary of Functional Performance (by the three child outcomes); Assessment Team (list of team members, assessments used & family's role in assessment); Child/Family Outcomes.

Use of Child Outcomes Descriptor Statements

Several states have opted to use brief statements on the IFSP to describe a child's level of functioning on the 7-point COS scale, rather than using the numerical rating. For the most part, states opting to do this are anticipating it will improve the discussion around the child outcomes measurement process for the team, including the family.

A total of ten (10) states were reviewed when developing this resource. Eight (8) states give a single choice of descriptor statements for each rating. Two (2) states offer multiple choices per rating. For the latter, there are a maximum of four (4) choices of descriptor statements available.

The findings, including the actual descriptor statements, for these ten states are included in the following table. Hyperlinks to sources, if available, are in the far left hand column under the state name.

State	Max # of Choices	Descriptor Statement: 1	Descriptor Statement: 2	Descriptor Statement: 3	Descriptor Statement: 4	Descriptor Statement: 5	Descriptor Statement: 6	Descriptor Statement: 7
CO	1	Very early skills: Your child has very early skills in this area. This means that your child has the skills we would expect of a much younger child	Many important early skills: Your child uses many important early skills that are necessary for development of advanced skills. Your child is not yet showing skills used by other children his age in this area. Some early skills: Your child is beginning to show some of the early skills that are necessary for development of more advanced skills in this area.	Your child shows occasional use of some age-expected skills. Your child has more skills of a younger child in this area.	Some age-expected skills: Your child shows occasional use of some age-expected skills. Your child has more skills of a younger child in this area.	Many age-expected skills: Your child shows many age-expected skills. Your child also continues to show some skills that might describe a younger child in this area.	Some concerns with skills: Your child has the skills that we would expect in this area. There are some concerns with the quality of the skills.	All skills expected: Your child has all of the skills that we would expect in this area.

State	Max # of Choices	Descriptor Statement: 1	Descriptor Statement: 2	Descriptor Statement: 3	Descriptor Statement: 4	Descriptor Statement: 5	Descriptor Statement: 6	Descriptor Statement: 7
DoD – Army EI Source: Descriptor Statements	4	· Relative to same age peers, [Child] has the very early skills in the area of (outcome). This means that [Child] has the skills we would expect of a much younger child in this outcome area. · For a # month old little boy, [Child]'s functioning might be described as like that of a much younger child. He shows early skills, but not yet immediate foundational or age expected skill in the (outcome) area.	· At # months, [Child] shows occasional use of some immediate foundational skills, but more of his abilities represent earlier skills in the area of (outcome). · Relative to same age peers, [Child] is showing some nearly age expected or immediate foundational skills, but has more skills that developmentally come in earlier in the area of (outcome). · For a # month old little boy, [Child] occasionally uses immediate foundational skills but has a greater mix of earlier skills that he uses in the area of (outcome). · Overall in this outcome area, [Child] is just beginning to show some immediate foundational skills which will help him to work toward age appropriate skills.	· Relative to same age peers, [Child] is not yet using skills expected of his age. He does however use many important and immediate foundational skills to build upon in the area of (outcome). · In the area of (outcome), [Child] has nearly age expected skills. This means that he does not yet have the skills we would expect of a child his age, but he has the immediate foundational skills that are necessary to build upon to achieve age appropriate skills (it is possible to include a few functional skills as examples).	· At # months, [Child] shows occasional use of some age expected skills, but more of his skills are not yet age expected in the area of (outcome). · At # months, [Child] shows occasional use of some age expected skills, but has more skills that are younger than those expected for a child his age in the area of (outcome). · [Child] has a few of the skills we would expect in regard to (outcome), but he shows more skills that are not age appropriate.	· For an # month old child, [Child] has many skills expected of his age but he also demonstrates some skills slightly below what is expected at this age in the area of (outcome). · Relative to same age peers, [Child] shows many age expected skills, but continues to show some functioning that might be described like that of a slightly younger child in the area of (outcome). · [Child] is somewhat where we would expect him to be at this age. This means that [Child] has many skills we would expect at this age in regard to (outcome), but he does not yet have all of the age expected skills (it is possible to highlight a few of non-age expected functional skills).	· Relative to same age peers, [Child] has the skills that we would expect of his age in regard to (outcome); however, there are concerns with how he (functional area of concern/quality/ lacking skill). It will be good to watch this closely, because without continued progress he could fall behind. · Aside from the concern regarding [Child]'s _____ he is demonstrating skills expected of a child his age in the area of (outcome).	· Relative to other children [Child]'s age, there are no concerns; he has all of the skills that we would expect of a child his age in the area of (outcome [e.g., taking action to meet needs]). · [Child] has age expected skills, with no concerns, in the area of (outcome).

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KS	1	Child's skills are like that of a much younger child. Child shows very early skills.	Child's skills are like that of much younger child. Child is beginning to show some of the early skills that are necessary for development of more advanced skills.	Child's skills are like that of a younger child. Child uses many of the early skills that are necessary for development of skills that are expected at this age.	Child shows occasional use of some age expected skills. Child still shows more skills like those of a younger child.	Child shows many age expected skills. Child continues to show some skills that would be described like that of a slightly younger child.	Child has the skills that we would expect of a child this age; however there are some concerns on quality or frequency in using them.	Child has all of the skills we would expect of a child this age.
MD **Related Resource:** COS Descriptors	1	Relative to same age peers, _____ functioning might be described as like that of a much younger child. He shows early skills, but not yet immediate foundational or age expected skills in the (outcome) area.	Relative to same age peers, _____ is showing some emerging or immediate foundational skills, which will help him to work toward age appropriate skills in the area of (outcome).	Relative to same age peers, _____ is not yet using skills expected of his age. He does however use many important and immediate foundational skills to build upon in the area of (outcome).	Relative to same age peers, _____ shows occasional use of some age expected skills, but more of his skills are not yet age expected in the area of (outcome).	Relative to same age peers, _____ shows many age expected skills, but continues to show some functioning that might be described like that of a slightly younger child in the area of (outcome).	Relative to same age peers, _____ has the skills that we would expect of his age in regard to (outcome); however, there are concerns with how he (functional area that is of concern/quality of ability/lacking skill).	Relative to same age peers, _____ has all of the skills that we would expect of a child his age in the area of (outcome [e.g., taking action to meet needs]).
MS	1	early skills	emerging skills	foundational skills	emerging age appropriate skills	some age appropriate skills	age appropriate skills with some concerns	age appropriate skills
NC	1	Uses all skills and behaviors like a much younger child.	Uses many skills and behaviors like a younger child; beginning to have a few emerging skills	Uses beginning (emerging) skills and behaviors most of the time; not yet using age expected skills	Occasionally uses age expected skills and behaviors; most skills are like a younger child.	Uses age expected skills and behaviors more than half of the time.	Uses age expected skills and behaviors in all or almost all everyday situations, but there are some concerns.	Uses age expected skills and behaviors in all or almost all everyday situations.
OH **Related Resource:** IFSP Guidance	1	Relative to same age peers, child's functioning might be described as like that of a much younger child. He shows early skills, but not yet immediate foundational or age expected skills in the this outcome area	Relative to same age peers, child is showing some emerging or immediate foundational skills, which will help him to work toward age appropriate skills in the area of (outcome).	Relative to same age peers, child is not yet using skills expected of his age. He does however use many important and immediate foundational skills to build upon in the area of this outcome	Relative to same age peers, child shows occasional use of some age expected skills, but more of his skills are not yet age expected in the area of this outcome	Relative to same age peers, child shows many age expected skills, but continues to show some functioning that might be described like that of a slightly younger child in the area of this outcome	Relative to same age peers, child has the skills that we would expect of his age in regard to this outcome; however, there are concerns	Relative to same age peers, child has all of the skills that we would expect of a child his age in the area of this outcome

State	Max # of Choices	Descriptor Statement: 1	Descriptor Statement: 2	Descriptor Statement: 3	Descriptor Statement: 4	Descriptor Statement: 5	Descriptor Statement: 6	Descriptor Statement: 7
VA Related Resource: Child Indicators Booklet	1	[Child's name] has the very early skills in this area. This means that [child's name] has the skills we would expect of a much younger child.	[Child's name] is beginning to show some of the early skills that are necessary for development of more advanced skills in this area.	[Child's name] uses many important skills that are necessary for development of more advanced skills; he is not yet showing skills used by other children his age in this area.	[Child's name] shows occasional use of some age expected skills. He has more skills of a younger child in this area.	[Child's name] shows many age expected skills. He also continues to show some skills that might describe a younger child in this area.	[Child's name] has the skills that we would expect in this area. There are some concerns with [area of concern/ quality/ lacking skill].	[Child's name] has all of the skills that we would expect in this area.
IL	1	1-Relative to other children his age, [Child's Name] has the earliest developing skills in this area. This means that [Child's Name] has the skills we typically see in a much younger child in relation to his [positive social relationships/ acquisition and use of knowledge and skills/ ability to meet his needs].	2-Relative to same age peers, [Child's Name] is showing a few immediate foundational skills but has more skills that come in earlier in regard to his [positive social relationships/ acquisition and use of knowledge and skills/ ability to meet his needs].	3-At X months, [Child's Name] is not yet using skills expected for his age. (s)he does, however, use many important immediate foundational skills which (s)he can build on related to his [positive social relationships/ acquisition and use of knowledge and skills/ ability to meet his needs].	4-[Child's Name] shows occasional use of some skills expected for his age, but more of his skills are not yet age expected in his [positive social relationships/ acquisition and use of knowledge and skills/ ability to meet his needs].	5-For a X month old, [Child's Name] has many skills expected for his age but (s)he also demonstrates some skills slightly below what is expected for his age in his [positive social relationships/ acquisition and use of knowledge and skills/ ability to meet his needs].	6-Relative to other children his age, [Child's Name] has many of the skills that are expected. There are, however, some concerns with how (s)he performs these skills which should be watched so that (s)he doesn't fall behind.	7-[Child's Name] has age expected skills. There are no concerns with his [positive social relationships/ acquisition and use of knowledge and skills/ ability to meet his needs].

State	Max # of Choices	Descriptor Statement: 1	Descriptor Statement: 2	Descriptor Statement: 3	Descriptor Statement: 4	Descriptor Statement: 5	Descriptor Statement: 6	Descriptor Statement: 7
WA Source: At a Glance Document	4	1a. Relative to same age peers, [CHILD NAME] has the very early skills in the area of (outcome). This means that [CHILD NAME] has the skills we should expect of a much younger child in this outcome area. 1b. For a # month old, [CHILD NAME] shows early skills in the outcome area. He does not yet show age-expected skills or the skills that come right before those.	2a. At # months, [CHILD NAME] shows occasional use of some immediate foundational skills that will help him move toward age-appropriate skills. More of his functioning displays earlier skills in the area of (outcome). 2b. Relative to same age peers, [CHILD NAME] is showing some immediate foundational skills, but has more skills that developmentally come in earlier in the area of (outcome). 2c. For a # month old, [CHILD NAME] occasionally uses immediate foundational skills, but has a greater mix of earlier skills that he uses in the area of (outcome). 2d. Overall in the outcome area, [CHILD NAME] is just beginning to show some immediate foundational skills which will help him to work toward age appropriate skills.	3a. Relative to same age peers, [CHILD NAME] is not yet using skills expected of his age. He does, however, use many important immediate foundational skills to build upon in the area of (outcome). 3b. In the area of (outcome), [CHILD NAME] is nearly displaying age-expected skills. This means that he does not yet have the skills we would expect of a child his age. He has the immediate foundational skills that are the building blocks to achieve age-appropriate skills. (It is possible to include a few functional skills as examples).	4a. At # months, [CHILD NAME] shows occasional use of some age-expected skills, but more of his skills are not yet age expected in the area of (outcome). 4b. At # months, [CHILD NAME] shows occasional use of some age-expected skills, but has more skills that are younger than those expected for a child his age in the area of (outcome). 4c. [CHILD NAME] has a few of the skills we would expect in regard to (outcome), but he shows more skills that are not age appropriate.	5a. For a # month old child, [CHILD NAME] has many skills expected of his age but he also demonstrates some skills slightly below what is expected at this age in the area of (outcome). 5b. Relative to same age peers, [CHILD NAME] show many age-expected skills, but continues to show some functioning that might be described like that of a slightly younger child in the area of (outcome). 5c. [CHILD NAME] is somewhat where we would expect him to be at this age. This means that [CHILD NAME] has many skills we would expect at this age in regard to (outcome), but he does not yet have all of the age-expected skills (possibly identify a few of the functional skills the child is lacking to be age appropriate).	6a. Relative to same age peers, [CHILD NAME] has the skills that we would expect of his age in regard to [outcome); however, there are concerns with how he (functional area that is of concern/ quality of ability/ lacking skill). 6b. Aside from the concern regarding [CHILD NAME]'s, he is demonstrating skills expected of a child his age in the area of (outcome).	7a. Relative to other children [CHILD NAME]'s age, he has all of the skills that we would expect of a child his age in the area of (outcome [e.g., taking action to meet needs]). 7b. [CHILD NAME] has a good mix of age-expected skills in the area of (outcome).