Early Intervention Verification Tool

5 Observation Tool

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II. **Explanation of Format**

This document includes observation components to be utilized in conjunction with compliance monitoring observations of initial contact, the evaluation, the IFSP/IEP, service delivery and transition. Components coincide with the Early Intervention Verification Tool items which designate observation as a data source. The document defines components to guide an observation and instructs the observer to consider certain criteria as to whether the component was evident or not through observation. Although most observational information does not translate directly into scoring, a table is included to provide written comments for each observation which will supplement the process. Additionally, this gives you an opportunity to note some of your observations and to describe the effectiveness of the interaction as potentially an area of relative strength or to identify it as an area of improvement needed.

Rating	Criteria
Exceeds Expectations	**Activity was observed and exceeded expectations** (included additional information or was of such a quality as to be considered outstanding)
Meets Expectations	**Activity was observed** (included all the necessary components of the activity)
Somewhat Meets Expectations	**Although activity was performed, the quality of the activity could be improved** (included some necessary components of the activity – some minor components were missing or the quality of the interactions could be improved upon)
Does Not Meet Expectations	**Activity was not performed**
Not Observed	**The activity could not be documented as being observed**
N/A	**This activity could not be expected to be observed**

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Early Intervention Verification Tool
Observation Form

Infant/Toddler or Preschool EI Program: _____

Date of Observation: _____

Reviewer Name: _____

Child Name/ID#: _____

Location of Observation: _____

Team Members/Role: _____

_____

_____

_____

_____

_____

Initial Visit: Observation Components

Item	Component	Rating					
	Initial Visit	**Exceeds Expectations**	**Meets Expectations**	**Somewhat Meets Expectations**	**Does Not Meet Expectations**	**Not Observed**	**N/A**
SD-1 (I/T Only)	**Indicator: Quality Service Delivery**: Is there evidence that Service Coordination activities are provided for the child and family? **The following activities were conducted during this observation.** Criteria to consider:						
	• Service Coordinator facilitated a conversation with the parents and/or caregivers about their SC role.						
	• Service Coordinator encouraged the family to ask questions and share additional information.						
	• Service Coordinator shared complete information with the family in easily understandable ways.						
	• Service Coordinator informed the family of appropriate community resources; offered opportunities to participate in community activities with young children.						
	• Service Coordinator discussed eligibility for EI; what to expect during the Evaluation and IFSP, if eligible.						
	• Service Coordinator informed the family about various parent support opportunities.						
SD- 5	**Indicator: Quality Service Delivery**: Is there documentation that family information about the child's individual strengths and needs has been gathered through a family directed assessment and utilized throughout the evaluation and planning process? **The concerns and priorities of the family are identified and discussed.** Criteria to consider:						
	• Service Coordinator/Professional facilitated a conversation with the parents and/or caregivers that elicited information about the resources, concerns and priorities of the family.						
	• Service Coordinator/Professional encouraged the family to ask questions and share additional information.						
SD -6	**Indicator: Quality Service Delivery**: Is there documentation that individualized Early Intervention supports and services are being provided within naturally occurring everyday activities, routines and settings to actively engage the family members and/or early education programs as they help the child develop, learn and grow? **Early Intervention is described as supports and services provided within naturally occurring everyday activities, routines and settings to**						

Item	Component Initial Visit	Rating					
		Exceeds Expectations	Meets Expectations	Somewhat Meets Expectations	Does Not Meet Expectations	Not Observed	N/A
	actively engage the family members and/or early education programs as they help the child develop, learn and grow. Criteria to consider:						
	• Service Coordinator/Professional shared specific local program information about available services and supports and the service delivery.						
	• Service Coordinator/Professional shared types of locations where services might be provided.						
GS-5	**Indicator: Quality Framework**: Does the Infant/Toddler or Preschool EI program inform parents about the procedural safeguards available to them? **Parents are informed of Procedural Safeguards available to them.** Criteria to consider:						
	• Service Coordinator/Professional informed the parents their rights regarding conflict resolution and their right to request IFSP/IEP facilitation, mediation and/or due process hearing.						
	• Service Coordinator/Professional informed the parents of their rights related to complaint resolution through OCDEL.						
	• Service Coordinator/Professional informed the parents of their rights related to FERPA.						

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EVALUATION/RE-EVALUATION: Observation Components

Item	Component EVALUATION/RE-EVALUATION	Rating					
		Exceeds Expectations	Meets Expectations	Somewhat Meets Expectations	Does Not Meet Expectations	Not Observed	N/A
QF-2	**Indicator: Quality Framework :** Is there evidence that children have met the criteria for eligibility and does the evaluation report/assessment of the child address the strengths, needs and level of functioning of the child in the developmental domains of cognitive, physical (including vision and hearing), communication, social and emotional, and adaptive? **The evaluation includes appropriate assessment activities to evaluate the child's level of functioning in all developmental areas and to determine the unique strengths and needs of the child.** Criteria to consider:						
	• Service Coordinator/Professional discussed eligibility for EI; what to expect during the Evaluation describing the type and purpose of the evaluation and/or assessment being used.						
	• Service Coordinator/Professional provides feedback to, and/or asks questions of, the family during the evaluation and/or assessment.						
SD- 5	**Indicator: Quality Service Delivery**: Is there documentation that family information about the child's individual strengths and needs has been gathered through a family directed assessment and utilized throughout the evaluation and planning process? **The concerns and priorities of the family are identified and discussed.** Criteria to consider:						
	• Service Coordinator/Professional facilitates the evaluation in ways that are individualized to address the unique characteristics and concerns of each child and family.						
	• Service Coordinator/Professional encouraged the family to ask questions and share additional information.						
	• Service Coordinator/Professional addressed family questions and concerns throughout the evaluation process.						
SD-5	**Indicator: Quality Service Delivery** **The evaluation includes appropriate assessment activities that specifically address the concerns and priorities identified by the family.** Criteria to consider:						
	• Evaluation team provides ongoing feedback to the family during the evaluation process regarding the purpose of particular activities as						

Item	Component EVALUATION/RE-EVALUATION	Rating					
		Exceeds Expectations	Meets Expectations	Somewhat Meets Expectations	Does Not Meet Expectations	Not Observed	N/A
	well as the child's performance.						
	• Evaluation team provides feedback to the family regarding evaluation results immediately upon its completion.						
	• Evaluation team offered strategies to support the child's development and/or other family concerns until the IFSP/IEP is developed.						
	• If the child is not found eligible for services, a member of the evaluation team discussed other options for the child and family (including tracking activities for Infant and Toddlers who are eligible for tracking).						
QF-3	**Indicator: Quality Framework:** Do the initial evaluation and re-evaluations include all of the required participants and meet required timeframes? **An appropriate team is assembled to conduct the evaluation.** Criteria to consider: • Evaluation team supports one another throughout the activity by participating in ongoing dialogue, asking questions of one another, and sharing perspectives.						

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IFSP/IEP: Observation Components

Item	Component	Rating					
	IFSP/IEP	Exceeds Expectations	Meets Expectations	Somewhat Meets Expectations	Does Not Meet Expectations	Not Observed	N/A
SD-1	**Indicator: Quality Service Delivery** **The following activities were conducted during this observation. Describe below.** Criteria to consider:						
	• Service Coordinator/Professional explained IFSP/IEP process was explained to the parent at the beginning of the meeting.						
	• Service Coordinator/Professional discussed procedural safeguards.						
	• Service Coordinator/Professional facilitated the meeting that allowed for the parent to be actively engaged, or encouraged to participate, in the development of the IFSP/IEP.						
SD-5	**The results of the evaluation and the family assessment are used in determining what supports and services will be provided.** Criteria to consider:						
	• IFSP/IEP team used the strengths and supports of the family and child in the development of the IFSP/IEP.						
	• IFSP/IEP team reviewed the discussed the results of the evaluation, including the child and family's strengths and needs, to determine appropriate supports and services to be included in the plan.						
QF-6	**Indicator: Quality Framework** **Is there documentation that the family chose whether or not to include assistance and non-EI services to support the family?** Criteria to consider:						
	• Service Coordinator/Professional(s) encouraged the family to ask questions and share additional information, and informed the family that assistance to them was voluntary.						
	• Service Coordinator/Professional discussed the option of a family assessment and/or if the family completed a family assessment, that information was reviewed with the family and there was a discussion of whether the family wanted assistance.						
	• Service Coordinator/Professional discussed supports, services or						

Item	Component IFSP/IEP	Rating					
		Exceeds Expectations	Meets Expectations	Somewhat Meets Expectations	Does Not Meet Expectations	Not Observed	N/A
	strategies to address any assistance that was requested by the family.						
SD-8 SD-5	**The concerns and priorities of the family are reviewed, explored, and reflected in the outcomes/goals and strategies.** Criteria to consider: • IFSP/IEP team developed outcomes/goals that address the strengths and needs of the child and family and strategies are provided that the family and professional(s) can use to support the child's development.						
SD-6	**Team discussion occurs regarding how services and supports may assist the family/caregivers in supporting their child and enhancing their child's development.** Criteria to consider: • IFSP/IEP team use strategies that invite the family/caregivers to fully partner and collaborate in the planning process.						
SD-6	**IFSP/IEP decision-making reflects the provision of services within the child's and family's typical routines, activities and everyday environments, including childcare, preschool, etc.** Criteria to consider:						
	• IFSP/IEP team discussed and considered the child and family's routines, activities and everyday environments as the plan was developed.						
	• IFSP/IEP team described specific strategies that will support the child's growth and development within the child's and family's routines, activities and everyday environments, including child care, preschools, etc.						
SD-7	**QUALITY SERVICE DELIVERY** Criteria to consider: • IFSP/IEP team discussed if services are not in a natural environment (I/T) or in a setting that includes children who are typically developing (PS), why and to what extent the child will not be served in that setting, including the location in which the services will be provided.						

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Item	Component	Rating					
	IFSP/IEP	Exceeds Expectations	Meets Expectations	Somewhat Meets Expectations	Does Not Meet Expectations	Not Observed	N/A
SD-4	**Strategies for monitoring progress towards outcomes/goals are discussed and identified.** Criteria to consider: • IFSP/IEP team discussed strategies to be used to monitor the child's progress on each outcome/goal.						
T-4	**For children for whom transition activities will occur during the time frame of the plan: Team discussion forms the basis of the transition plan and includes consideration of the following:**						
	• IFSP/IEP team discussed information sharing and training of parents regarding future service options and environments and other matters related to the child's transition.						
	• IFSP/IEP team discussed procedures to prepare the child for changes in service delivery, including steps to help the child adjust to and function in a new setting.						
	• IFSP/IEP team discussed the transmission of information about the child to ensure continuity of services.						
FS-1 (I/T Only)	**Service Coordinator explains ITF Waiver funding to family after IFSP supports and services have been identified; explanation of waiver includes:** Criteria to consider:						
	• Service Coordinator explained the type of services and supports available through waiver.						
	• Service Coordinator provided the option to choose waiver funded services and supports.						
	• Service Coordinator explained the child's services will not be affected if they chose not to participate in waiver.						
	• Service Coordinator offered the family a choice of waiver providers from the statewide waiver providers list.						
SD-10	**IFSP/IEP REVIEW** Criteria to consider:						
	• IFSP/IEP team reviewed the progress on each goal.						
	• IFSP/IEP team revised strategies as needed to maintain or increase the rate of attainment or level of skills.						

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Item	Component	Rating					
	IFSP/IEP	Exceeds Expectations	Meets Expectations	Somewhat Meets Expectations	Does Not Meet Expectations	Not Observed	N/A
	• IFSP/IEP team revised or modified outcomes as necessary.						
	• IFSP/IEP team addressed any lack of expected progress toward the goal.						
	• IFSP/IEP team discussed concerns and priorities of the family.						

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SERVICE DELIVERY: Observation Components

Item	Component SERVICE DELIVERY	Rating					
		Exceeds Expectations	Meets Expectations	Somewhat Meets Expectations	Does Not Meet Expectations	Not Observed	N/A
SD-8	**Services and supports observed correspond to those identified on the IFSP/IEP.** Criteria to consider: • As documented on the IFSP/IEP, the type and duration of services for the child and family are observed in the child's learning environment.						
SD-5	**Services observed include activities that reflect family priorities in order to enhance their ability to support their children.** Criteria to consider: • As documented on the IFSP/IEP, the service reflected the family's needs and priorities.						
SD-6	**Services observed are provided within the child and family's typical routines, activities and everyday environments, including childcare, preschool, etc.** Criteria to consider: • Early Interventionist embedded techniques, strategies and activities in the child's environment: home, community or early learning classroom and during typical routines either of the family or in the context of the routines in a classroom.						
SD-4	**During the services observed, information on child progress is collected and/or discussed.** Criteria to consider:						
	• Early Interventionist collected and documented child progress or evidence of collecting child progress (ex. charts, notes).						
	• Early Interventionist shared information with the family/caregivers and early childhood educators in easily understandable ways.						
	• Early Interventionist created a climate that supports the family/caregivers and early childhood educators in asking questions and sharing additional information.						
	• Early Interventionist shared information using multiple methods and materials with families/caregivers and early childhood educators.						
	• Early Interventionist used strategies that invite the family/caregivers and early childhood educators to fully partner and collaborate in the activity.						

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Transition

Item	Component	Rating					
	Transition	Exceeds Expectations	Meets Expectations	Somewhat Meets Expectations	Does Not Meet Expectations	Not Observed	N/A
T-3	**The Infant/Toddler EI program convene the meeting at mutual convenience of the participants.** Criteria to consider: • Service Coordinator provided an update on the child's current IFSP and developmental status.						
	• Service Coordinators and/or the Preschool Program representative developed appropriate strategies to prepare the child and family for transition.						
	• Service Coordinators and/or the Preschool Program representative clearly discussed the next steps in the transition process.						
	• Service Coordinators and/or the Preschool Program representative discusses the similarities and difference between the IT and Preschool EI program.						
T-4	**Transition plan on the IFSP is reviewed and updated as needed.** Criteria to Consider: • IFSP team documents the transition plan so that it is individualized to support the unique needs of the child and family.						

Notes:

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