



2012 - 2013

**Closing the Circle: From the Evaluation Report to
Early Intervention Services**

Objectives

Upon completion of this course, participants will be able to:

- Write Present Levels of Development that are descriptive, specific, and are recognizable to families
- Write Participatory Outcome Statements with one skill
- Write Measureable Outcomes Statements
- Write Progress Monitoring narratives that contain the four components of progress monitoring written in narrative form with reference to who will analyze data
- Reflect on practice
- Engage in thoughtful and respectful dialogue with early intervention colleagues

This study guide has been developed to provide you with information on course assignments and attendance policy. This study guide is also designed to be used by participants to meet State professional development requirements. **In order to demonstrate successful course completion, participants must complete all assignments and attend both class meetings. If you successfully complete the course. YOU can print out your certificate of completion by accessing:**

<http://jeffline.tju.edu/cfsrp/tlc/transcript/>.

Certificates are available for printing after June 1st of the fiscal year (e.g., June 1, 2013).

TLC Contact Information

If you have questions about the course and the materials in this package, please contact: Lisa.Leifield at (215) 503- 4018 or Lisa.Leifield@jefferson.edu.

All contact information is on the website and listed below:

Lisa Leifield
 Child and Family Studies Research Programs
 Thomas Jefferson University
 TLC- Edison Building,
 130 South 9th Street, 6th floor
 Philadelphia, PA 19107
 Website: <http://jeffline.tju.edu/cfsrp/>

Course Overview

The purpose of the course is for participants to write IFSPs that have aligned components that demonstrate to the family how their child's outcome is reflected throughout the IFSP. Participants will learn how to make more explicit connections between their ER report, participatory outcomes statements, measureable outcome statements, and progress monitoring. This course will build on information presented in the 2011-2012 County Updates.

Overview of Course Requirements

Component	
<u>Attendance</u> at 2 class sessions	Class 1 date _____
	Class 2 date _____
<p>Things to bring to Session 1:</p> <ul style="list-style-type: none"> • A completed annual evaluation <p>Assignments to be completed in Class 1</p> <ul style="list-style-type: none"> • Complete Reflection Activity 1 • Complete a revised Present Level of Development Statement for one domain using the "ABLE" Tool In class Assignment • Complete Revised Outcome Statement if needed (if your outcome statements already has just one skill you don't need to complete this assignment, but please complete the form with your outcome/s on it so we have record of completion of this assignment.) 	<p>Materials to be turned in during session 1: Copy of Completed Annual</p> <p>Completed Worksheet #1: Reflection Activity 1</p> <p>Completed Worksheet #4: "ABLE" Tool in class activity</p> <p>Completed outcome statement Worksheet #5: Aligning Measureable Outcome Statements with Progress Monitoring</p>
<p>Assignment between class 1 and class 2</p> <p>You will revise the remaining Present Levels of Development Statements using the "ABLE" Tool Take Home worksheet as a reference. Everyone must make at least one change to each PLD domain category.</p>	<p>Complete Worksheet #6: "ABLE": Tool Take home activity</p>
<p>Assignments to be completed in Class 2</p> <ul style="list-style-type: none"> • Reflection Activity 1 : Using the "ABLE" Tool 	<p>Materials to be turned in during session 2: Worksheet #6: "ABLE" Tool Take Home Activity</p> <p>Completed Worksheet #1: Reflection Activity Using the "ABLE" Tool</p>

<ul style="list-style-type: none"> • Completion of Measureable Outcome Statement • Completion of Progress Monitoring Statement • Reflection Activity: Decision Making Points Progress Monitoring - Pre-revisions • Reflection Activity: Decision Making Points Progress Monitoring - Post Revisions 	<p>Completed Work Sheet: Aligning Measureable Outcome Statements with Progress Monitoring: (Completion of Measureable outcome statement and Progress Monitoring Narrative sections)</p> <p>Completion of Worksheet #4 Reflection Activity: Decision Making Points Progress Monitoring Pre-revisions</p> <p>Completion of Worksheet # 5 Reflection Activity: Decision Making Points Progress Monitoring Post Revisions</p>
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ACHIEVING COURSE CREDIT

COMPLETION OF WORKSHEET # 6: "ABLE" Tool Take Home Activity

To achieve credit for this course, you must complete an out of class assignment which is due at Class 2. You will use the Annual that you brought to the first class for completion of this assignment. You will make revisions to your Present Level of Development Statements, to the degree that you think they need to be revised. You will use the "ABLE" Tool Take Home Activity to make your revisions. It is anticipated that many providers will already have PLD statements that are written in a comprehensive manner. Everyone should make at least one addition for each PLD statement. Each PDL statement must be five sentences long.

COMPLETION OF WORKSHEET # 5: Aligning Measureable Outcomes Statements with Progress Monitoring. This worksheet will be used in both Class 1 and 2. The purpose of the activity is for participants to identify the alignment between their participatory outcome statement, measureable outcome statement, and progress monitoring statement. Participants will use the Annual they brought to the first session to complete this activity. The outcome statement will be completed in Class 1 and the measureable outcome statement and progress monitoring section will be completed in Class 2.

TLC Course Attendance Policy

Participants must attend all class sessions for each course in which they are enrolled in order to receive course credit. For example, if a person is enrolled in Group 3 of the Introduction to Early Intervention in Philadelphia all 3 class sessions should be attended; or if enrolled in Group 7 of the Competency class, all 4 class sessions for that class should be attended. You should only register for classes for which you expect to attend all sessions. Should you need to miss a class session due to illness or family emergency, you must notify Lisa.leifield@jefferson.edu (by email) 24 hours in advance if possible or at the minimum before the class session is held. Lisa will email you back within 2 days following the missed class. If

there is another class session available and if there is space in that session, you may attend that class after receiving permission from Lisa. If there is no class available, for example, you are in the last class scheduled for that course, you will be asked to read and complete a written assignment. Thank you for your attention to this policy. There will be no make-up sessions for Intro to Early Intervention, the County 2012-13 Update sessions, the Competency Initiative sessions or any other TLC classes.

COURSE REQUIREMENT CHECKLIST

The following course credit checklist is a tool that you can use to ensure that you have completed all the assignments to complete course credit. Please be sure to review this checklist at the beginning of the Course and reference it as you go through the course.

When	What	I Have Completed This Component
Due at Class 1	<ul style="list-style-type: none"> • Copy of a completed Annual 	
To be completed in class 1	<ul style="list-style-type: none"> • Completed Worksheet #5: Aligning Measureable Outcome Statements with Progress Monitoring (Outcome Statement) 	
Completed between class	<ul style="list-style-type: none"> • Complete Worksheet #6 "ABLE": Tool Take Home Activity 	
Due in class 2 To be completed in class 2	Completed Worksheet #6: "ABLE" Tool Take Home Activity <ul style="list-style-type: none"> • Completed Worksheet: #5: Aligning Measureable Outcome Statements with Progress Monitoring (Measureable Outcome Statement & Progress Monitoring Narrative) 	

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Closing the Circle: From Evaluation Report to Early Intervention Services
Session 1
Worksheet#1: Reflection Activity 1

Name:

Directions: Review your Annual and answer each of the following questions by circling either yes no to each answer.

Component	Reflection	
Can you see the link between the Present Levels of Development and your Participatory Outcome Statements?	Yes	No
Is there only one skill identified in your participatory outcome statement?	Yes	No
Do you have a written measurable outcome statement?	Yes	No
Does your measurable outcome statement help you design progress monitoring strategies?	Yes	No
Does your progress monitoring statement identify What data will be collected, How data will be collected, Whom will collect it and When it will be collected?	Yes	No

Child and Family Studies
Teaching Learning Collaborative
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ABLE TOOL

Worksheet #2: Link evaluation data from the DAYC to functional activities at home and natural environments
Group 1

Cognitive Development	On the DAYC I do this:	At home I do this:

Link evaluation data from the DAYC to functional activities at home and natural environments

Group 2

Communication	On the DAYC I did this:	At home I do this:

Link evaluation data from the DAYC to functional activities at home and natural environments

Group 3

Physical Development	On the DAYC I did this:	At home I do this:

Link evaluation data from the DAYC to functional activities at home and natural environments

Group 4

Communication	On the DAYC I did this:	At home I do this:

Link Evaluation Data from the DAYC to functional activities at home and natural environments

Group 5

Social Emotional	On the DAYC I did this:	At home I do this:

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Worksheet #3: "ABLE" Tool
Expand items from the DAYC to provide descriptive statements

Group 1

Cognitive Development	On the DAYC I do this:	At home I do this:

Group 2

Communication Development	On the DAYC I did this:	At home I do this:

Group 3

Physical Development	On the DAYC I did this:	At home I do this:

Expand items from the DAYC to provide descriptive statements

Group 4

Adaptive Development	On the DAYC I did this:	At home I do this:

Expand items from the DAYC to provide descriptive statements

Group 5

Social Emotional Development	On the DAYC I did this:	At home I do this:

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WORKSHEET#4: "ABLE" Tool in Class Activity
Session 1

Name:

Directions: Review your Present Levels of Development Statement for one developmental domain and make changes as needed. Remember your statement may not need only minor revisions!

Check off the Developmental Domain you are going to revise:

Cognitive Development _____

Physical Development _____

Adaptive Development _____

Communication Development _____

Social Emotional Development _____

Add and Ask:

Balance Strengths and Challenges:

Linking Evaluation Data to Functional Activities that Children Participate in at Home and other Natural Environments

Expand to Make Your Statement More Specific:

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Closing the Circle: From the Evaluation Report to Early Intervention Services
Worksheet #5: Aligning Measureable Outcome Statements and Progress Monitoring

Name:

Participatory Outcome Statement: (Class 1)

Directions: If your Outcome Statement contains more than one skill, revise it to reflect one skill.

Measurable Outcome Statement: (Class 2)

Directions: Write a measurable outcome statement that lets the team and family know the outcome has been achieved.

Progress Monitoring Narrative: (Class 2)

Directions: Write the progress monitoring narrative that will be used to track progress towards the measurable outcome statement.

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WORK SHEET #6 "ABLE" TOOL Take home activity
Closing the Circle: From the Evaluation Report to Early Intervention Services

Name:

Directions: Review your Present Levels of Development Statements and make revisions as needed. Remember your statements may need only minor revisions!

Developmental Domain: Communication

Add and Ask:

Balance Strengths and Challenges:

Linking Evaluation Data to Functional Activities That Children Participate in at Home and Other Natural Environments:

Expand to Make Your Statement More Specific:

"ABLE" TAKE HOME ACTIVITY

Developmental Domain: Physical Development

Add and Ask:

Balance Strengths and Challenges:

Link Evaluation Data to Functional Activities that Children Participate in at Home and Other Natural environments:

Expand to Make Your Statement More Specific:

"ABLE" TAKE HOME ACTIVITY

Developmental Domain: Adaptive

Add and Ask:

Balance Strengths and Challenges:

Link Evaluation Data to Functional Activities that Children Participate at Home and Other Natural environments:

Expand to Make Your Statement More Specific:

"ABLE" TAKE HOME ACTIVITY

Developmental Domain: Social Emotional

Add and Ask:

Balance Strengths and Challenges:

Linking Evaluation Data to Functional Activities that Children Participate in at Home and Other Natural Environments:

Expand to Make Your Statement More Specific:

"ABLE" TAKE HOME ACTIVITY

Developmental Domain

Add and Ask:

Balance Strengths and Challenges:

Linking Evaluation Data to Functional Activities that Children Participate in at Home and Other Natural Environments:

Expand to Make Your Statement More Specific:

"ABLE" TAKE HOME ACTIVITY

Developmental Domain Cognitive

Add and Ask:

Balance Strengths and Challenges:

Linking Evaluation Data to Functional Activities that Children Participate in at Home and Other Natural Environments:

Expand to Make Your Statement More Specific:

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Worksheet #1: Reflection Activity Using the "ABLE" TOOL
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Session 2

Which component of the "ABLE" Tool did you use?

Did you find the tool helpful, if so in what way?

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Worksheet #3: Decision Points and Progress Monitoring Narrative - Pre revisions
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Class 2

Name:

On a scale of one to five with one being the lowest and five being the highest rate what you wrote in the progress monitoring section of the Annual you brought to class.

Did you:

- Decide what will be measured? (**What** is the behavior that can be seen or heard in your measureable outcome statement)

Rate _____

- Decide **How** data will be collected?

Rate _____

- Decide **Who** will collect the data?

Rate _____

- Decide **When** it will be collected?

Rate _____

- Decide **Who** analyze the data and share with others?

Rate _____

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Worksheet#4: Decision Points and Progress Monitoring - Post Revisions
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Session Two

Name:

Directions: Now that you have rewritten your progress monitoring narrative complete the self-assessment again. On a scale of one to five with one being the lowest and five being the highest assess your revised progress monitoring narrative.

Did you:

- Decide what will be measured? (**What** is the behavior that can be seen or heard in your measurable outcome statement?)

Rate _____

- Decide **How** data will be collected?

Rate _____

- Decide **Who** will collect the data?

Rate _____

- Decide **When** it will be collected?

Rate _____

- Decide who will analyze the data and share with others?

Rate _____