



Serving Children with Developmental Delays

Early Intervention Management Verification Tool

5 Observation Tool

**Infant/Toddler or
Preschool Program:** _____

Date of Observation: _____

Reviewer Name: _____

Child Name/ID#: _____

Location of Observation: _____

Team Members/Role: _____

Early Intervention Management Verification Tool

Observation Format

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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 and service delivery, including transition. Components coincide with Early Intervention Management Verification Tool items which designate observation as a data source.

The document defines components to guide a monitoring observation and instructs the observer to first answer yes or no 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 scoring process. Additionally, this gives you an opportunity to note some of your observations beyond just yes or no 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.

Initial Visit: Observation Components

ITEM	COMPONENT	YES	NO
QEISD-1	Service coordination activities were conducted during this observation. Describe below.		
QEISD -9	Early Intervention is described to families as a collection of services and supports, both formal and informal that supports the family and other caregivers in their ability to enhance the capacities of the child.		
QEISD-8	The concerns and priorities of the family are identified and discussed.		
QEISD-8	The family was offered the option to participate in a voluntary family assessment.		
GS-5	Parents are informed of their rights regarding conflict resolution and their right to request IFSP/IEP facilitation, mediation and/or due process hearing.		
GS -5	Parents are informed of their rights related to complaint resolution through OCDEL.		
GS-5	Parents are appropriately informed of their rights to FERPA entitlements.		
COMMENTS			
<p>When scoring all observation components, consider the extent to which these practices have been incorporated into the professional's interactions:</p> <ul style="list-style-type: none"> ▪ Information is shared with the family in easily understandable ways; professional(s) create a climate that supports the family in asking questions and sharing additional information. ▪ Professional(s) share complete and unbiased information with the family. 			
<p>Notes:</p>			

EVALUATION/RE-EVALUATION: Observation Components

ITEM	COMPONENT	YES	NO
QEISD-1	Service coordination activities were conducted during this observation. Describe below.		
QEISD-8	The concerns and priorities of the family are identified and discussed.		
QEISD-2	An appropriate team is assembled to implement the evaluation and includes representatives from one or more disciplines with the necessary expertise to address all areas of concern.		
QEIF-2	The evaluation includes appropriate assessment activities to evaluate the child's level of functioning in all developmental areas and to determine the unique needs of the child.		
QEISD-9	The evaluation includes appropriate assessment activities that specifically address the concerns and priorities identified by the family.		
COMMENTS			
<p>When scoring all observation components, consider the extent to which these practices have been incorporated into the professional's interactions:</p> <ul style="list-style-type: none"> ▪ The professional(s) sequence the components of an activity (e.g., Initial contact, evaluation, IFSP/IEP, service delivery visit) in ways that are individualized to address the unique characteristics and concerns of each family. ▪ (For evaluation and IFSP/IEP activities) Professional team members support one another throughout the activity by participating in ongoing dialogue, asking questions of one another, and sharing perspectives. ▪ The MDE team provides ongoing feedback to the family during the evaluation process regarding the purpose of particular activities as well as the child's performance. ▪ The MDE team provides feedback to the family regarding evaluation results immediately upon its completion. 			
Notes:			

IFSP/IEP: Observation Components

ITEM	COMPONENT	YES	NO
QEISD-1	Service coordination activities were conducted during this observation. Describe below.		
QEISD-12	The results of the evaluation and the family assessment are used in determining what supports and services will be provided.		
QEISD-8	The concerns and priorities of the family are reviewed, explored, and reflected in the outcomes and objectives.		
QEISD-9	Team discussion occurs regarding how services and supports may assist the family/caregivers in supporting their child and enhancing their child's development.		
QEISD-9	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.		
QEISD-7	Strategies for monitoring progress towards outcomes are discussed and identified.		
GS-13	If this is an initial IFSP/IEP, the team determines who will be responsible for working with the parent to determine and report level of function on ECAP indicators.		
T-4	<p><u>For IFSPs for two-year-olds:</u></p> <p>Team discussion forms the basis of the transition plan and includes consideration of the following:</p> <ul style="list-style-type: none"> ▪ Information sharing and training of parents regarding future placements and other matters related to the child's transition. ▪ Procedures to prepare the child for changes in service delivery, including steps to help the child adjust to and function in a new setting. ▪ Transmission of information about the child to ensure continuity of services. 		
FS-2	<p>Service Coordinator explains waiver funding to family after IFSP supports and services have been identified; explanation of waiver includes:</p> <ul style="list-style-type: none"> ▪ Nature/type of services and supports available through waiver ▪ The option to choose waiver funded services and supports with or without services funded by alternate sources. ▪ 		
COMMENTS			
<p>When scoring all observation components, consider the extent to which these practices have been incorporated into the professional's interactions:</p> <ul style="list-style-type: none"> ▪ The professional(s) sequence the components of an activity (e.g., Initial contact, evaluation, IFSP/IEP, service delivery visit) in ways that are individualized to address the unique characteristics and concerns of each child and family. ▪ Professional(s) use strategies that invite the family/caregivers to fully partner and collaborate in the activity ▪ (For evaluation and IFSP/IEP activities) Professional team members support one another throughout the activity by participating in ongoing dialogue, asking questions of one another, and sharing perspectives. 			

Notes:

