Early Intervention Verification Tool
4 CHILD RECORD REVIEW

Reviewer_____ Child ID# _____ Date of Record Review_____

Program Being Reviewed _____ Child's Initials _____

The Child Record Review form is to be used in reviewing individual child records as a part of the Early Intervention Verification process. A separate document should be used for each child's record/file that is reviewed.

All questions must be answered Yes, No or Does Not Apply (DNA). Reviewers should be sure to mark every question, leaving none of them blank. Each question is marked Infant/Toddler (IT), Preschool (P) or All (A) for guidance. Reviewers should use Does Not Apply (DNA) for questions that are not applicable to the particular program under review, and for items that do not apply to the particular record being reviewed. For example, each record should be marked DNA for either initial evaluation or re-evaluation.

In case of questions, the reviewer should first consult the Requirements for the Early Intervention Verification Tool for clarification.

#	Indicator in EI Verification Tool	YES	NO	DNA	Comments
1. (A)	**GS-5 General Supervision** Is there evidence in the child's file that the family has received the Parents' Rights Agreement (PRA, Infant/Toddler) or the Procedural Safeguards Notice (Preschool)?			▓	
2. (IT)	**Infant/Toddler:** Has the parent signed the PRA before initial services began and/or before any change of EI services?				
3. (P)	**Preschool:** Has the parent signed the NOREP before initial services began or before any change of placement, identification, or the provision of FAPE (Free and Appropriate Public Education)? (If parent does not respond and signature is not obtained, then program will proceed with services proposed after 10 calendar days when it is not an initial NOREP.)				
4. (IT)	**Infant/Toddler:** For children enrolled under the ITF Waiver, families were informed of the Fair Hearing Appeal process for the ITF waiver and given the form.(457A)				
5. (IT)	**Infant/Toddler:** For children eligible for services for ITF Waiver, is there evidence that the family was offered a choice of waiver provider(s) from the statewide waiver providers list? (ITF Waiver checklist, SC notes, etc.)				
6. (A)	**GS-7 General Supervision** If there is evidence in the child's file of any abuse, neglect or exploitation, is there evidence that it has been reported in accordance with Child Protective Services Law and Department policy. If there is no evidence of abuse, neglect or exploitation in the child's file, score this DNA.				
7. (IT)	**GS-10 General Supervision** **Infant/Toddler:** For children eligible for services under the ITF Waiver, Forms 123 and 123-A indicate that a Qualified Professional reviewed the level of care evaluation. For children not eligible for waiver, score this DNA				
8. (IT)	**Infant/Toddler:** For children enrolled under the ITF Waiver, evidence exists that the program took action to address any inappropriate level of care determination. If the answer to item # 7 was N, score this item N also. If the level of care evaluation reviewed for # 7 was deemed to be appropriate, score this DNA. For children not enrolled in waiver, score this DNA.				

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9. (IT)	**FS-1 Fiscal Supervision** **Infant/Toddler:** For children, who appear to meet the eligibility criteria for ITF Waiver, is there documentation that ITF Waiver has been discussed with the family?				
10. (IT)	**QF-1 Quality Framework** **Infant/Toddler:** Is there evidence in the child's initial evaluation report and IFSP that the members of the evaluation team were different from the members of the IFSP service delivery team?				
11. (IT)	**Infant/Toddler:** Is there evidence in the child's file that the members of the initial evaluation team do not work for the <u>same agency</u> as the members of the IFSP service delivery team?				
12. (A)	**QF-2 Quality Framework** Is there evidence in the child's Evaluation Report that the level of functioning of the child in the developmental domains of cognitive, physical (including vision and hearing), communication, social and emotional, and adaptive have each been addressed? Strengths and needs shall have been identified. *(If any one area is missing, mark No).*				
13. (A)	Did the program appropriately determine the child eligible?				
14. (IT)	**Infant/Toddler:** If Informed Clinical Opinion (ICO) was used to determine eligibility, is there clear documentation of the appropriate use of ICO in the Evaluation Report?				
15. (P)	**Preschool:** Was the Permission to Evaluate (PTE) sent to the family within 10 calendar days of receiving the oral or written request based on the information obtained at the referral? (Reference: BEIS Guidance on the Implementation of PA Chapter 14: 14.123 issued 11/2008.)				
16. (A)	**QF-3 Quality Framework** Do the initial evaluation and re-evaluations include all of the required participants? Each record should be DNA for either question 16 or 17. <u>**Initial Evaluation:**</u> **Infant/Toddler**: Parent, Service Coordinator, personnel independent of service provision **Preschool:** Parent and team of Qualified Professionals				
17. (A)	<u>**Annual Evaluation:**</u> **Infant/Toddler:** Parent, Service Coordinator, at least one Qualified Professional and anyone the parent wants to invite <u>**Re-Evaluation**</u> **Preschool:** IEP Implementation Team Members If re-evaluation was waived, score DNA				

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18. (A)	**Infant/Toddler:** Was the evaluation report provided to the family within 30 days of completion of the MDE? **Preschool:** Was the evaluation report completed and provided to the family within 60 calendar days of receipt of the Permission to Evaluate (PTE)?				
19. (A)	**Infant/Toddler:** Was the re-evaluation completed within one year of the previous evaluation report? **Preschool:** Was the re-evaluation issued at least every two years? If the team, including the parent, reviewed progress documentation and agreed that they had enough information to plan appropriately with no additional evaluation, Preschool Re-evaluation form should be completed but no Permission to Evaluate (PTE) would be necessary. If additional information was needed, in addition to Preschool Re-evaluation form, PTRE must be present, outlining additional information to be collected and Page 1 and at least Sections I, II, VII and VIII of ER must be completed.				
20. (A)	**QF-4 Quality Framework** Does the child's IFSP/IEP show: That all the necessary services and supports, as determined in the evaluation are listed, including service type, frequency, duration and cost? (Cost applies only to I/T)				
21. (IT)	**Infant/Toddler:** Does the child's file show that the IFSP includes documentation that it was reviewed and revised/updated as needed within the past 6 months?				
22. (P)	**Preschool:** Was the IEP developed within 30 calendar days of the issuance of the evaluation report? (If re-evaluation was not done before the most recent IEP, score, DNA.)				
23. (P)	**Preschool:** Is there documentation that the IEP team reviewed data to determine if the child was or was not in need of services during scheduled breaks?				

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24. (A)	**QF-5 Quality Framework** Does the Infant/Toddler or Preschool EI program ensure that the required personnel participate in the IFSP/IEP meeting and notice was provided? **Infant/Toddler:** Parent, Service Coordinator, other family members as requested by parents, advocate or person outside the family as requested by parent, person directly involved in conducting the evaluations, person who will be providing services as appropriate. If anyone listed above is unable to attend, is there documentation that arrangements were made for their involvement which may include such things as a telephone conference call, sending a knowledgeable representative, or making pertinent records available. If applicable, did the EI program provide a written invitation to the IFSP meeting at least 5 days before the meeting, or fewer days if agreed upon by the entire team? **Preschool:** Parent, Local Education Agency representative, at least one regular education teacher(§300.324(a)(3)), Chapter 14 154.(b)(1)(2), special education teacher or special education provider, other individuals at the discretion of the parent or agency who have knowledge of child, and an individual who can interpret the instructional implications of the evaluation results. (This can be one of the previous members.) Was the written invitation to participate provided prior to the IEP meeting? No set amount of time before the meeting is required.				
25. (P)	**Preschool:** Are the personnel who attend the IEP meeting are the same people who were listed as expected to attend on the IEP meeting invitation? If one member is unable to attend, it is acceptable for a replacement with the same expertise to attend (ex. another speech therapist attends for the speech therapist who was originally scheduled)				
26. (P)	**Preschool:** If the parent and agency excuse the team member because their expertise is determined not to be necessary, is this documented?				
27. (P)	**Preschool:** Parent and agency may excuse an IEP team member if they agree that written input will provide adequate information for the team. Was the written information submitted prior to the IEP meeting?				
28. (A)	**QF-6 Quality Framework** Is there documentation that the family chose whether or not to include assistance and non-EI services to support the family? If requested, are assistance and services listed and based on the family assessment?				

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29. (IT)	**QF-7 Quality Framework** **Infant/Toddler:** Children are eligible for tracking or county follow up for the following reasons only: • NICU stay • Low birth weight • Chemically dependent mothers • Substantiated abuse or neglect • High lead levels • Other identified county follow up categories				
30. (IT)	**Infant/Toddler:** For children found eligible for tracking, is there evidence in the child's file that a standardized developmental checklist (ASQ) was used to follow the child's development to determine the need for further tracking?				
31. (IT)	**Infant/Toddler:** Is there evidence in the file that the family has been contacted at least once every three months (unless it is documented that the family agrees to a different schedule of tracking)?				
32. (IT)	**SD-1 Quality Service Delivery** **Infant/Toddler**: Does the child's file contain evidence that -- (a) Review of the Service Coordination Support Plan with family on a quarterly basis.				
33. (IT)	(b) Inform the family of opportunities to participate in community activities.				
34. (IT)	(c) Inform the family of community resources that may benefit the family.				
35. (IT)	(d) Provide information about local support groups and parent networks.				
36. (IT)	(e) Screen and track children who are at-risk for developmental delays.				
37. (IT)	(f) Coordinate initial and ongoing evaluations and assessments of the child and family.				
38. (IT)	(g) Facilitate and participate in the development, implementation and reviews of the Individualized Family Service Plan (IFSP).				
39. (IT)	(h) Assist in identifying and gaining access to the EI services and other supports identified on the IFSP.				

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40. (IT)	(i) Facilitate the timely delivery of EI services.				
41. (IT)	(j) Assist in identifying available service providers and facilitate communication with and between the family, caregiver and service provider.				
42. (IT)	(k) Coordinate and monitor the delivery of EI services.				
43. (IT)	(l) Monitor progress of the IFSP outcomes on a quarterly basis.				
44. (IT)	(m) Inform the family of their rights and procedural safeguards in EI as well as the availability of advocacy services.				
45. (IT)	(n) Support the family in working with medical and health services the child needs and/or is receiving.				
46. (IT)	(o) Facilitating the development of a transition plan as part of the IFSP when appropriate.				
47. (IT)	(p) Obtaining verification of medical necessity for EI Services as determined by the child's physician.				
48. (A)	**SD-2 Quality Service Delivery** Are all Special Considerations properly marked as indicated from information documented in the child's ER, IFSP/IEP or Progress Reports?				
49. (A)	Does the IFSP/IEP address how the needs identified under Special Considerations will be addressed?				
50. (P)	**SD-3 Quality Service Delivery** For the preschool child whose behavior impedes his/her or other children's learning, if restraints were used, does the file show evidence that an IEP meeting was held within 10 program days following use of restraints? All incidents of the use of restraints are reported to BEIS Central Office? *(If no restraints were used, mark NA).*				
51. (A)	For IFSPs/IEPs, which have behavior checked as a special consideration, a **Functional Behavior Assessment (FBA)** must be conducted in a timely manner **and** the child's behavioral needs must be addressed either with goals and/or specially designed instruction in the IFSP/IEP **or** a Positive Behavior Intervention Plan as an additional document.				
52. (A)	**SD-4 Quality Service Delivery** Does the IFSP/IEP include outcomes/goals that are related to the recommendations from the evaluation report?				

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53. (A)	Are all outcomes/goals on the IFSP/IEP specific enough that the team and/or reviewer can tell what is to be accomplished and the outcome/goal can be used to determine that progress is being made? *(If some are measurable and some are not, look for patterns. If most are good but a few need a little work, mark yes but add comments. If most are weak, mark no and add comments, even if a few are measurable.)*				
54. (A)	**SD-5 Quality Service Delivery** Does the file show evidence that family resources, concerns and priorities are current and included on the evaluation report? Concerns may be related to the developmental needs of their child and other areas of family concerns. For preschool, if the ER is more than a year old, check the IEP to make sure that the family information has been updated there.				
55. (A)	Does the intervention plan and or documentation of the implementation of the plan include outcomes/goals, strategies, and/or modifications, that reflect the family's priorities and, as appropriate, enhance their ability to support their child?				
56. (A)	**SD-6 Quality Service Delivery** **Infant/Toddler:** Does the file contain evidence that services are being delivered within the context of the family's routines? **Preschool:** Does the file contain evidence that supports and services are being delivered in a functional context for the child**?**				
57. (IT)	**Infant/Toddler:** Does the file contain evidence that EI services positively impact the caregiver's ability to successfully support their child's participation in daily activities?				
58. (A)	Does the file contain evidence that services are provided in a manner that recognizes and supports the family's cultural preferences?				
59. (IT)	**SD-7 Quality Service Delivery** **Infant/Toddler:** If a service or services is/are not in a natural environment, does the file contain (a) a justification of the extent to which each service will not be provided in a natural environment, and (b) the location in which it will be provided? *(If any part is missing, mark No).*				
60. (P)	**Preschool:** If services are not in a setting that includes children who are typically developing, does the file contain (a) a justification of the extent to which each service will not be provided in a setting with typically developing children; and (b) the location in which it will be provided? *(If any part is missing, mark No).*				

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61. (A)	**SD-8 Quality Service Delivery** Are records/notes available to show evidence the hours of services being delivered match the hours of services listed on the IFSP/IEP? For preschool, this documentation may be attendance records, or other program documentation that may not typically be kept in the child's file. Programs should gather this information prior to the verification visit, and verification team members should ask for it if they are not able to determine if services are being delivered as listed from the information made available.				
62. (A)	Are services being provided in the environments listed on the IFSP/IEP document?				
63. (A)	Have appropriate adaptations been made to environments or materials to support the child/family?				
64. (A)	Are outcomes/goals on IFSP/IEP being addressed by the services provided?				
65. (A)	Services are delivered with no interruptions or there is documentation that existing gaps were due to family reasons. Preschool breaks are generally no more than three weeks at a time.				
66. (A)	Are the supports and services being provided effective in meeting the identified needs of the child and family? (If answer is no, IFSP/IEP team must reconvene.)				
67. (A)	**SD-9 Quality Service Delivery** Did any child who moved into the area served by your agency (from within or outside of PA) with a current IFSP/IEP receive services comparable to those on the existing document until your agency either adopted the IFSP/IEP, developed a new IFSP/IEP, or determined that the child was not in need of services?				
68. (A)	**SD-10 Quality Service Delivery** Did the IFSP/IEP team document procedures for progress monitoring on each goal?				
69. (A)	Did the IFSP/IEP team document how much progress was made?				
70. (A)	Did the IFSP/IEP team revise the strategies as needed to maintain or increase the rate of attainment or level of skills?				
71. (A)	Did the IFSP/IEP team document revisions or modifications to the outcomes as necessary?				
72. (A)	When revising the IFSP/IEP, did the team address any lack of expected progress toward the goals?				

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73. (A)	Was a written (words, graphs, other visual representation) report of progress on outcomes/goals provided to parents on the schedule agreed upon in the IFSP/IEP?				
74. (A)	**T-2 Transition** For children transitioning to Preschool EI from Infant/Toddler EI, was an invitation letter sent at least 30 days prior to the transition meeting?				
75. (A)	**T-3 Transition** Was the transition conference held not less than 90 days (but not more than 9 months) prior to the child's third birthday, at the discretion of all parties? **For preschool,** if transition meeting was late, check when transition letter was received. If it was also late, score DNA with explanation in the comments.				
76. (IT)	**T-4 Transition** **Infant/Toddler:** Does the IFSP include individualized steps to support the transition of the child with a disability who is over the age of two into Preschool EI services, if eligible, or to other services that may be available, if appropriate? If the toddler is between 2 years 3 months and 2 years nine months, did the IFSP/IEP include activities on the transition page to meet the child and family needs related to transition to Preschool EI Part B or the community?				
77. (A)	**Transition:** If the child is moving from an Early Intervention program because of changes in the life of the family or child such as attainment of all goals, new family situations, is the appropriate transition planning shown (may be in IFSP/IEP or in other notes in file)?				
78. (P)	**T-5 Transition** **Preschool:** Did the Preschool EI program send a letter to all parents of children explaining the transition process, stating that a meeting will be held by the end of February, and explain the parents' options, including not registering for K and staying in Early Intervention an extra year?				
79. (P)	**Preschool:** If the preschool child is transitioning to school-age for the next school year, did the IFSP/IEP include activities on the transition page to meet the child and family's needs related to this transition?				
80. (P)	**Preschool:** Was the transition meeting convened by the end of February for all children approaching school-age transition?				

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Reviewer Notes & Comments:					