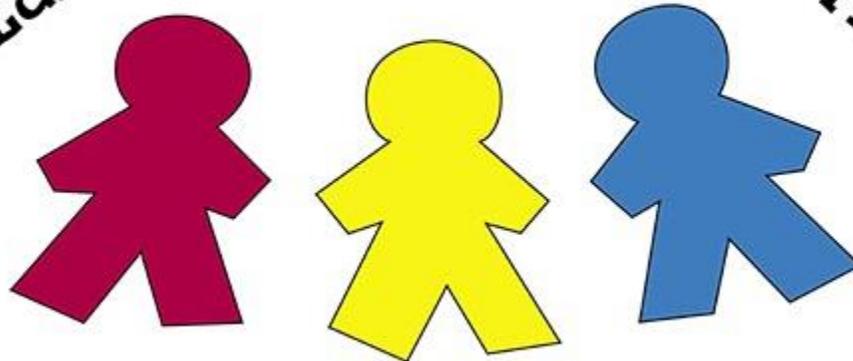


Early Development Network



Babies Can't Wait

Early Intervention Ongoing Assessment Guidance

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Early Intervention Ongoing Assessment Guidance

Ongoing child and family assessment occurs any time following the initial IFSP meeting for the purpose of identifying:

- Family's changing resources, priorities, and concerns;
- Child's unique strengths and needs;
- Services appropriate to meet the child's needs;
- Supports and services necessary to enhance the family's capacity to meet the developmental needs of the child.
- Effectiveness of intervention and activities;

Strategies for ongoing assessment include:

- (1) Routines-based discussions and understanding of family concerns, needs, priorities, preferences, interests and child functioning in daily routines,
- (2) Observing the child in context of typical routines and activities with familiar people and assisting the family in problem solving how child can be successful, and
- (3) Documenting progress with notes, pictures, audio or video for intervention planning, child functioning.

[\(Rule 52 and 480 NAC 3 Regulations\)](#) and [TA Guidebook, pages 12-1 to 14-6](#))

Using the Routines Based Interview (RBI) for Ongoing Assessment:

The EI process is meant to be dynamic and responsive to family and child needs. **Therefore, the need to conduct the RBI should not be based solely on the timing of subsequent IFSPs.** The need for an RBI should be based upon ongoing discussions with families as EI services are provided; recognizing that significant changes in child/family life may warrant a decision to conduct a new RBI and schedule a periodic review (480 NAC 3-008.02). Significant changes in child/family life may include but are not limited to:

- Family moves
- Family loses housing, funding, etc.
- Parents' divorce
- Child's medical status changes
- Child starts or leaves childcare
- Most or all IFSP outcomes have been met

Ongoing Assessment for Significant Changes:

When significant changes have occurred, the IFSP team should consider conducting an RBI. The RBI must be conducted by an EI provider and a services coordinator as Rule 52 and 480 NAC 3 regulations apply.

1. Remind the family that the purpose of this RBI is to:
 - Discuss progress made toward current child and family outcomes;
 - Determine need for changes or revision of current outcomes; and
 - Update the day-to-day activities of the child and family to determine how the EI team can best continue to provide supports.
2. Tell families that at the end, they will have an updated list of priorities they would like help with and that a periodic IFSP will be scheduled to reflect the new information. Remind the family that if there is anything they don't want to say, they don't have to say it.
3. Review eco-map (if completed at initial) with family. Update as necessary.
4. Ask about main concerns. You might say **"You've participated in EI for "X" months now. What would you say your main concerns are now for your child or for your family as a whole?"**

Go through daily routines, using the structure "getting into routines" from the RBI protocol. As an "opener" you might say: **"Let's talk next about your daily routines. We'd like to make sure every part of your day is working the way you want it to, especially with respect to your child's participation. Because we talk about this on each home visit, we can just update some of the things that are going well that you want to continue and if needed, explore things your child isn't yet doing or you feel aren't going well".**

Moving into the family's daily routines –

For routines that are part of the **current IFSP outcomes**, ask:

- How well the routine(s) identified in the outcomes are going for child participation (EISR) and family or parent satisfaction
- What's working/what's not (resources and strategies)
- Any next steps or changes needed.

For **new routines** (routines not yet identified in any of the IFSP outcomes) - follow the RBI protocol structure for getting a description of each routine.

After the last routine, ask the "time for self" and the "worry and change" questions. You might say: **"I know you've been asked these before, but just to make sure things haven't changed, first, do you have enough time for yourself or for yourself and....and, when you lie awake at night, worrying, what do you worry about?... If there's anything you could change in your life, what would it be?"**

Recap as usual, reviewing all “starred” items, which includes current IFSP outcomes the family wants to continue with and new priorities identified during the interview.

On a fresh sheet of paper (or on the Concerns, Resources and Priorities page of the IFSP), ask the family what they would like to work on. Ask the family to prioritize.

5. Thank the parent and explain that the next step is for the services coordinator to schedule a periodic IFSP to reflect the new priorities. The potential for new outcomes, changes in frequency or changes in services will determine who needs to attend. (480 NAC 3-008 and TA Guidebook, pages 13-1 to 14-6).

Ongoing Assessment for No Significant Changes:

When ongoing EI services are being provided and no significant changes have occurred, the IFSP will be reviewed and updated at regularly scheduled periodic and annual IFSP meetings. At a minimum, when reviewing and updating IFSP's:

Use an opener such as: “We’d like to make sure that each part of your day is working out the way your family wants it to, especially with respect to your child’s participation. Because we talk about this on each home visit, let’s talk about how things are going with the current routines and the things you want to continue, as well as those things your child isn’t doing yet or that aren’t going well.”

Review current IFSP outcomes:

If a routine(s) has recently been addressed (during ongoing assessment at home visits) then review and ensure accurate documentation on the IFSP about:

- How well the routine is going NOW relative to the child’s participation, and/or for the family (e.g. can use 1-5 ratings or current outcome measurement).
- What’s working/what’s not (resources and strategies)
- Any next steps or changes needed in outcomes, resources, strategies or services.

If a routine(s) hasn’t been recently addressed and/or there is a new concern identified then use the structure “getting into routines” from the RBI protocol to address any new routines.

The SHORE could be utilized for this purpose:

https://www.education.ne.gov/sped/rbi2/home/Satisfaction_with_Home_Routines_Evaluation.pdf.

Please note: if using the SHORE, be sure to ask families if there are any times of day not listed that they have concerns about.

If addressing a family outcome(s),

then review and ensure accurate documentation using the individual measurement for each outcome.

Review and update the ecomap either as part of reviewing the outcomes or as part of updating the IFSP.

After the last routine, if appropriate, ask the “time for self” and “worry and change” questions.” Example: “I know you’ve been asked these before, but just to make sure things haven’t changed, first, when you lie awake at night, worrying, what do you worry about?... If there’s anything you could change in your life, what would it be?”

Recap listing of current IFSP outcomes as well as new priorities identified during the updated RBI.

Using the Concerns, Resources and Priorities page of the IFSP, ask the family what they would like to work on. Ask the family to prioritize.

Ongoing Assessment Regulations:

480 NAC 3-008.02 Periodic Review: “A review of the IFSP must be conducted every 6 months or more frequently if warranted or requested by the family to determine the degree to which results or outcomes are being achieved, and whether modification or revision of services, results or outcomes are necessary.”

480 NAC 3-008.03 Annual IFSP Meeting: “A meeting chaired by the services coordinator or the family must be conducted on at least an annual basis to evaluate and revise, as appropriate, the IFSP. The results of any current evaluations and other information available from the assessments of the child and family must be used in determining the early intervention services that are needed and will be provided.”

Rule 52-007.04A Child Assessment: “...requires that the IFSP contains the following components: A statement of the infant or toddler with a disability’s present levels of physical development, cognitive development, communication development, social or emotional development, and adaptive development based on the information from that child’s evaluation and assessments conducted under 92 N AC 52-006.05.”

Rule 52-007.02C “...at least on an annual basis....to evaluate and revise, as appropriate, the IFSP for a child and the child’s family...the results of any current evaluations and other information available from the assessments of the child and the family...shall be used...”

480 NAC 3-008.06, #4, a. and b. regarding Family Assessment: “For each Initial and Annual IFSP team meeting and Periodic Review, the services coordinator shall: . . . Draft the IFSP document, which must contain the following elements: a. Status of the child: Information about the child’s present levels of physical development, cognitive development, communication development, social or emotional development, and adaptive development based on the information from that child’s evaluation and assessments;” and “b. With the family’s agreement, the IFSP must include a statement of the family’s priorities, concerns and resources related to enhancing the development of the child as identified through the voluntary assessment of the family.”

Rule 52-007.04B1 and B2 IFSP Reviews: “The degree to which progress toward achieving the results or outcomes identified in the IFSP is being made; and whether modifications or revisions of the expected results or outcomes, or early intervention services identified in the IFSP are necessary.”