

# Guidance for Reviewing IFSP Narratives

## Quality Indicators for Completed Narratives

To ensure quality data for child indicators measurement and reporting, IFSP narratives should provide all the required information, including evidence that supports the ratings given. A review of completed narratives should look for and provide feedback on missing information and evaluate the quality of the evidence provided for each rating. Common errors in documenting the rating include providing assessment information that does not correspond with the appropriate indicator area and providing information that does not correspond with the rating.

## Questions to guide the review process

Use the following questions to guide a review of completed narratives.

### 1. Is the narrative complete?

- Is information provided on all three indicator areas?
- Is information provided to support ratings given to each indicator area?
- If it is an exit narrative or rating, is the progress question addressed?

### 2. How well does evidence address each indicator? Does evidence correspond to the appropriate indicator area? Does it cover the breadth of the indicator? Is it functional?

- Is the summary of relevant results completed for each indicator area?
- Does the information provided in the narrative relate to the appropriate indicator per area? In other words, does the evidence for Indicator 1 relate to social relationships, Indicator 2 to acquisition and use of knowledge and skills, Indicator 3 to taking action to meet needs?
- Does the information cover all appropriate aspects of the indicator? In Indicator 1, for example, does the evidence touch on relationships with peers as well as adults?
- Are examples of functioning provided? In other words, does the summary of relevant assessment results include examples of the child's every-day functioning in each indicator area? Rather than just a list of skills or items from an assessment tool?
- Is discipline-specific evidence provided to support the targeted indicator? For example, if speech or motor skills are described, do those related to socialization appear under Indicator 1, those related to learning appear under Indicator 2, and those related to getting needs met appear under Indicator 3?

### 3. Does evidence support ratings?

- Is enough information provided to support the rating given?
- Does the evidence relate to the targeted indicator area?
- Does the evidence support the rating? In other words, if the rating is:
  - 7 -- does the summary of relevant results illustrate age-appropriate skills and behaviors?
  - 6 -- do relevant results include skills and behaviors that are age appropriate with an identified area of concern?
  - 5 – is there a mix of skills and behaviors that are age-appropriate and not?
  - 4 – are there a few examples of skills and behaviors that are age appropriate, but mostly not?
  - 3 – do relevant results reflect immediate foundational skills, and none that are age-appropriate?
  - 2 – are there a few examples of immediate foundational skills, but mostly skills and behaviors that are much lower than age expectations?
  - 1 – do relevant results reflect skills and behaviors that are much lower than age expectations, with none that are immediate foundational?
- Is the evidence anchored to the child's age? In other words, if a child is two years old, do examples of age-appropriate skills and behavior reflect those of a two-year old?
- Do immediate foundational skills reflect those of a child younger than two? Do the skills and behaviors provided for ratings of 1 and 2 reflect those of a much younger child?
- Assuming that a reviewer knows age-expected child development, could the reviewer estimate, within one point in either direction, the rating based on the information provided? Without looking at the rating given?