

## February 2011 Child Indicators Technical Assistance – Regional Meetings

Training Modules: <http://www.vcu.edu/partnership/ITC/index.htm>

Documents:

- Determining the Status of Infant/Toddler Development in Relation to the Three Office of Special Education Programs (OSEP) Outcomes manual
- Child Indicator Record Review Checklist
- Child Indicator Team Observation Checklist

### Discussion about Training Modules

- What jumped out at you or surprised you when you reviewed the modules?
  - Did you see something that is different from how you understood the system?
  - Did you hear ways to explain the system or ratings that are different from what you have been saying or that could be helpful?
- Now thinking about your system as a whole, how can the modules be used to address data accuracy?
  - How could they be used for new staff?
  - How could they be used for existing staff?
  - How might you use them on an ongoing or routine basis?
  - How might these resources be useful to an individual and how might they be useful to teams?
  - What are the opportunities in your local system for the team to practice determining rating?
  - How could your local system use these to help assure that different teams in your system would make similar key observations about a child (for interrater reliability)
- Were there any particular modules or parts of the modules that you felt were particularly useful?

### Consider:

- Ratings – page 9 of the Determining the Status of Infant/Toddler Development in Relation to the Three Office of Special Education Programs (OSEP) Outcomes. Do you have any questions about these definitions for each rating? It is important to remember that the ratings are dependent on the team gathering comprehensive information from the child and family and are not simply a reflection of an assessment tool. The team must consider how the child functions across settings and situations in order to determine the rating for each indicator.
- Decision trees: Pages 13 and 14. The more detailed decision tree on page 14 may be most useful for new providers who are learning this process. The color coded decision tree on page 13 gives a quick visual reminder of the questions to consider to determine a child's rating.

### Documentation:

- Documentation of the ratings is required on page one of the Child Indicator Summary Form (CISF). Please pull out the copy of the form now. There is a place for child's name, dates and the ratings – as well as a place to record the yes/no response for exit

ratings. Please note that you will use a separate form for the entry and exit rating, so for entry, the yes/no questions will be blank. Please note the statement at the bottom of page one on this form “NOTE: The child’s IFSP (and record) includes documentation to fully support the ratings. Yes \_\_\_\_ No \_\_\_\_ If yes, this form is complete. If no, supporting documentation must be completed on the back of this form.” Now let’s look at the 2<sup>nd</sup> page. This information MUST be documented either on this form or on the IFSP or in the child’s record. You will be looking at this documentation before the March regional meeting using the Record Review Tool we sent out before today’s meeting. We’ll talk more about that in a minute.

- Is your system using page 2 for the documentation or documenting this information in the IFSP? If teams are using the IFSP or child’s records, are all of the elements on the 2<sup>nd</sup> page of the CISF being captured including who participated, what tools were used, examples of the child’s functional skills that support the ratings?
- Discussion: review of local process for determining ratings and expectations for documentation
  - Are they using crosswalks?
  - How do they incorporate the information from families, observations – including information across people, places, settings?
  - How do they use the decision tree to help determine the ratings?Then how do they document this rating?

## **Record Review and Observation Tools**

Pull out your copies of the Record Review of Documentation of Child Indicator Ratings and the Observation for the Child Indicator Rating Team Quality Assurance tools. These tools are modifications of tools available nationally through the ECO Center to be specific to Virginia.

The purpose of these tools is to help you to objectively evaluate the process and accuracy of ratings in your local system.

Let’s look together at the Record Review tool:

- For the CISF (Page One) section, there are yes and no questions. You will note that there are questions for each of the three indicators included in this section.
- For the 2<sup>nd</sup> section, you need to indicate where the documentation of the ratings is found. If the documentation is found someplace other than the IFSP or the CISF, be sure to specify where in the last column.
- In the Supporting Documentation section, you need to note the evidence in the last column
  - For example if you check yes for question b, you would need to note how the family input was included.
- On the top of page 2, for each indicator, you’ll be looking for evidence about whether the child’s performance across setting and across situations was taken into account for each indicator.
- Reviewer’s rating Compared to Team’s Rating
  - Remember that this is a learning experience, not a monitoring process.

Now, let's look at the Observation of Child Indicator Rating Team for Quality Assurance Tool.

- This tool is to be used as you observe a team actually determining the child indicator ratings during the ASP or IFSP meeting
- Be sure you complete all of the info in the top section of the form.
- Review the questions listed in the Observing the Child Indicator Rating Process so you will be prepared to respond to each of the questions, including comments where appropriate.