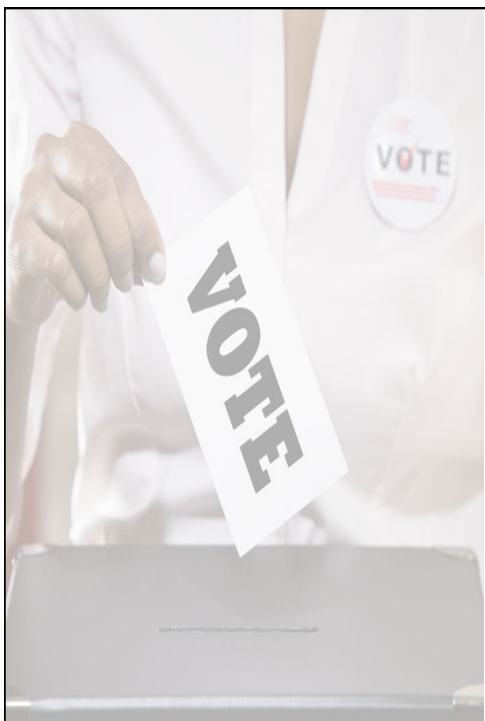


Use phone for audio!



Call: 1-866-842-5779
Enter Code: 463 661 9330#

Mute Your Computer's Sound!

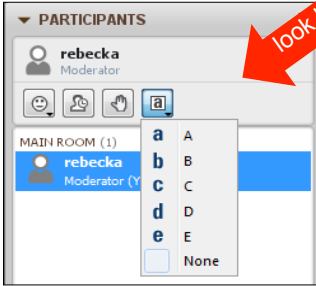


A person wearing a white shirt with a 'VOTE' badge is holding a white card with the word 'VOTE' written on it.

How Long Have You Worked in Early Intervention?

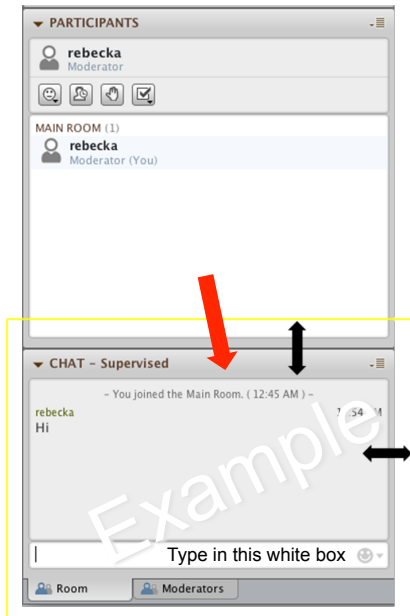
- A. 0-5 years
- B. 6-10 years
- C. 11-20 years
- D. 21+ years

look left

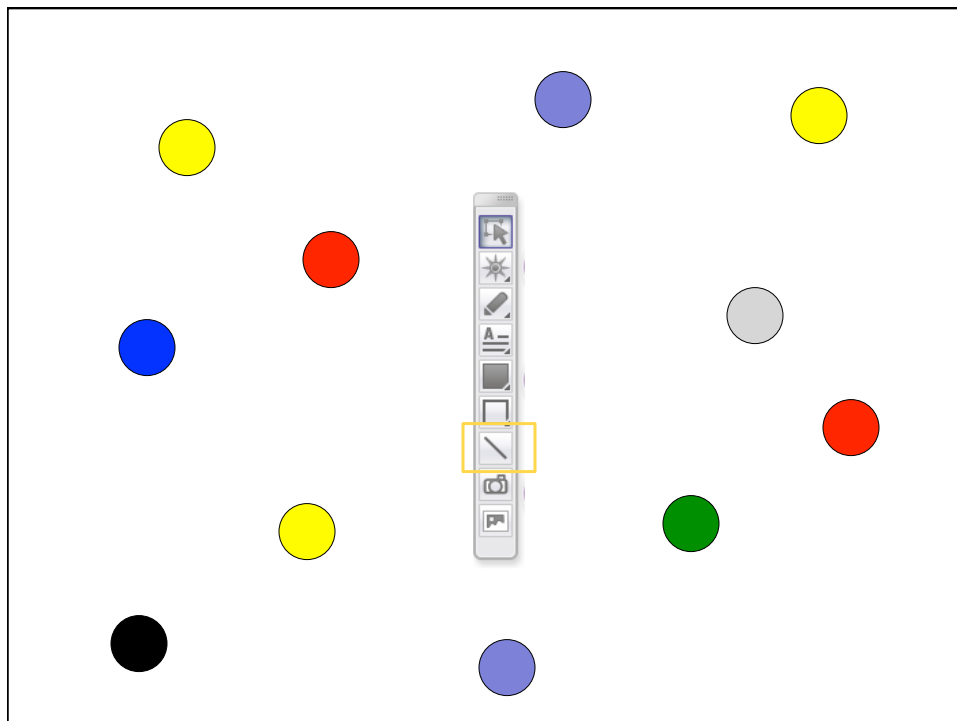


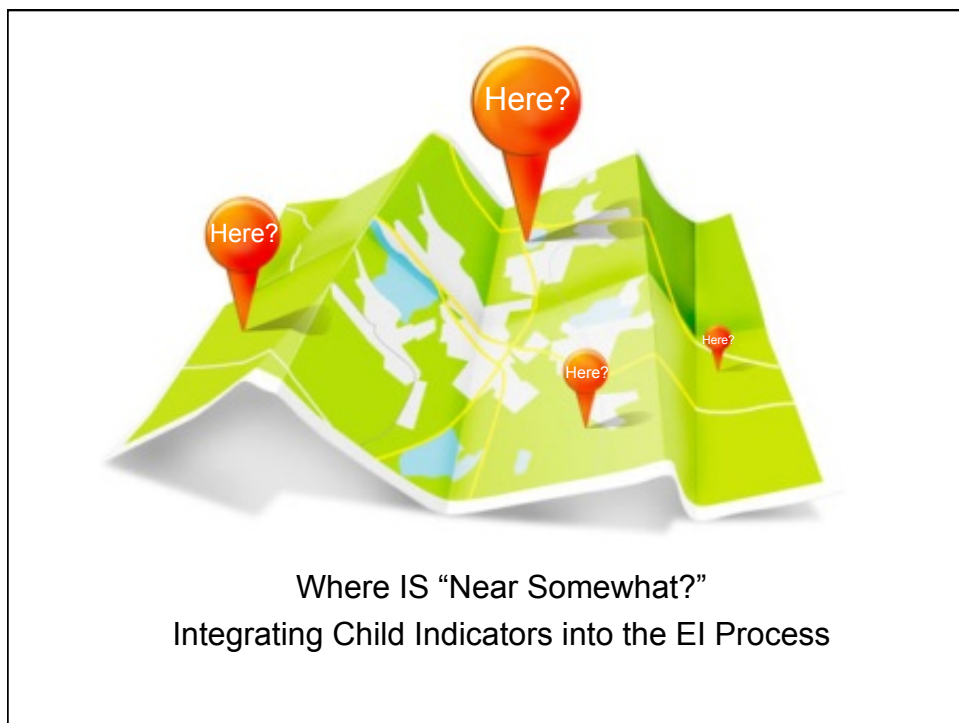
A screenshot of a Zoom interface showing a poll. The poll is titled 'PARTICIPANTS' and lists 'rebecka' as the Moderator. The poll options are A, B, C, D, E, and None. The poll is currently in progress, and the 'look left' arrow points to the poll options.

Chat



Rollover the top or right side border to resize the chat box.





Where IS "Near Somewhat?"
Integrating Child Indicators into the EI Process

Integrating the Child Indicators

Understand that the 3 child indicators serve as the foundation for the full EI process

Understand that information related to the 3 child indicators begins at referral and continues throughout the EI process

Introduce the new Indicator Statements

Introduce a new IFSP format for writing ASP narratives

Provide information about next steps

What is our purpose in Early Intervention?

- A. 12 mandated services
- B. Meet the requirements of IDEA
- C. Support children in developing social relationships, acquire new skills and assist children in learning how to get their needs met
- D. Provide PT, OT, ST at the child's home

PUBLISHED POLL RESULTS

use poll (left side of screen under your name)

Since we not are here to “fix” children, we strive to help families and other caregivers learn how to:



Support children in their developing emotional-social relationships



Help children acquire new knowledge & skills



Assist children in learning how to take actions to get their needs met



Where we started in 2006 with the pilots – full state implementation 3/1/07

Here's where we are moving – True integration



Virginia's Journey

Do IFSP teams in your system write the IFSP narrative using the 3 indicators?



Yes! All of our IFSP teams do this.



Almost...some of our IFSP teams do this.



None, we're not there yet.

use poll (left side of screen under your name)

A billboard on a grassy hill under a sunset sky. The billboard shows a family of four (two adults and two children) sitting on a purple rug. A road curves through the grass in the foreground.

The 3 Child Indicators

- The Foundation of everything we do
- Starts at referral to intake to assessment and continues throughout the early intervention process

The 3 Child Indicators

Thinking in this manner pushes us to consider children from a functional aspect of how they get along everyday in the home, at daycare, meeting friends, going shopping, etc.



Acquiring and Using Knowledge and Skills, including early language/communication: *This area involves how your child learns, including development of imitation, thinking, remembering, problem solving skills and using language (including gestures) to communicate what he or she knows and understands.*

Functional narrative related to the specific indicator

Indicator Statement

Child's Development in Relation to Other Children The Same Age:

Taking Actions to Get Needs Met: *This area involves how your child lets you know what he or she needs, how your child gets where he/she wants to go, and how your child is learning to take care of himself/herself, like dressing and undressing, feeding himself/herself, sleeping through the night, and using the toilet. This area also includes how you child is learning to follow directions about safety.*

Functional narrative related to the specific indicator

Indicator Statement

Child's Development in Relation to Other Children The Same Age:

VIRGINIA CHILD INDICATORS SUMMARY FORM

Child's Name: _____ Date of Birth: ____/____/____

ITOTS Code: _____

Date of Indicator Assessment: ____/____/____

Entry Assessment: _____ Exit Assessment: _____

Answer 1b only at Exit Assessment. Use back of this form for documentation.
supportive services are not on the IFSP or in the child's record.

1. PERSONAL AND SOCIAL SKILLS (INCLUDING SOCIAL RELATIONSHIPS)

1a. To what extent does this child show age-appropriate functioning, across a variety of situations, on this indicator? (Circle one number)

| | | | | | |
|---------------|----------|----------|----------|----------|------------|
| Near Emerging | Emerging | Somewhat | Somewhat | Concepts | Completely |
| 2 | 3 | 4 | 5 | 6 | 7 |

1b. Has the child shown any new skills or behaviors (including social-emotional skills and relationships) since the entry summary? Yes _____ No _____

2. ACQUIRING AND USING KNOWLEDGE AND SKILLS

2a. To what extent does this child show age-appropriate functioning, across a variety of situations, on this indicator? (Circle one number)

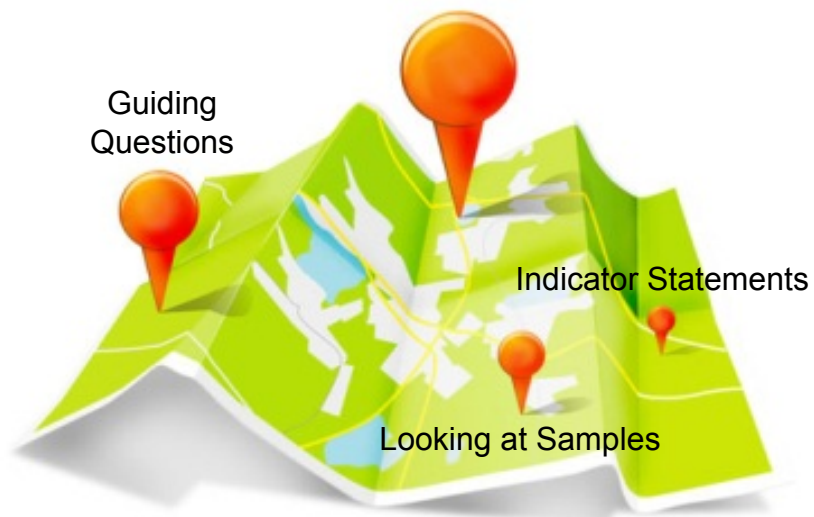
| | | | | | |
|---------|----------|---------------|----------|----------|------------|
| Not Yet | Emerging | Near Somewhat | Somewhat | Concepts | Completely |
| 1 | 2 | 3 | 4 | 5 | 6 |

2b. Has the child shown any new skills or behaviors (including knowledge and skills) since the last indicators summary? Yes _____ No _____



Approaches: Norfolk & Hanover

| | Norfolk | Hanover |
|---|--|--|
| ASP team | Service Coordinator, Educator & 1 Therapist | Service Coordinator/Educator and 1 Therapist |
| ASP location | Child's home | Child's home |
| When / how is the narrative written? | Handwritten, in the home on the floor, on the spot. Results shared immediately | Back in the office and then sent to parent to proof and add prior to the meeting |
| Who writes the narrative | Educator & Therapist | Educator & Therapist |

The "Book"



Getting From Domains to Indicators

| Purpose | Contents | Implementation Instructions | Background Information | Evaluation/Assessment Tools | Resources References |  Typical Development 1 - 6 Months 7 - 12 Months 13 - 24 Months 27 - 36 Months |
|--|----------|-----------------------------|------------------------|-----------------------------|----------------------|---|
| <p align="center">Determining The Status of Infant/Toddler Development In Relation To The Three Office of Special Education Programs (OSEP) Outcomes</p> | | | | | | |
|  <p align="center"><small>Photo shared by a family served by Child Development Resources in Williamsburg, VA</small></p> | | | | | | |
| <p align="center">PURPOSE</p> <p>This manual was developed to provide a resource to assist practitioners in determining how a child is functioning in relation to their same aged peers in the three functional areas:</p> <ol style="list-style-type: none"> 1. social-emotional skills and relationships; 2. acquiring and using new knowledge and skills; and 3. taking action to get needs met. <p>The intent is to provide a hands on document with information readily available for practitioners both before and throughout the evaluation/assessment and determination process.</p> <p>Please Note: A thorough explanation and details of development are beyond the scope of this document. It is incumbent upon early childhood professionals to have a thorough knowledge of development. Resources listed in this manual can be used as one mechanism for professionals to increase their knowledge. Observation of typically developing children and specific coursework are other methods to increase professional competency in child development.</p> <p align="center"> Many of these documents are available as Adobe files. Please click here to reach them. Acknowledgements </p> | | | | | | |

| | |
|---|--|
| <p align="center">How does the child interact with parents?</p> | <p align="center">How does the child interact with siblings?</p> |
|  |  |
| <p>Social-Emotional Skills & Relationships</p> | |

How does the child communicate her/his feelings?

How does the child interact with other children?



Social-Emotional Skills & Relationships

How does the child interact with known adults / strangers?



Social-Emotional Skills & Relationships

Acquiring New Knowledge and Skills



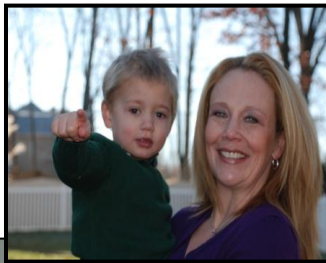
How does the child learn?

What is the child's understanding of language?



How does the child use language to communicate what he/she knows and understands?

Taking Actions to Get Needs Met



- How does child move around to get to his/her toys?
- What does the child do to participate in her/his own care?
- How does child let caregiver know what she/he wants?

Uses 30+ words to label items such as toys and animals

Indicator 1:
Social Emotional Skills & Relationships

Indicator 2:
Acquiring New Knowledge & Skills

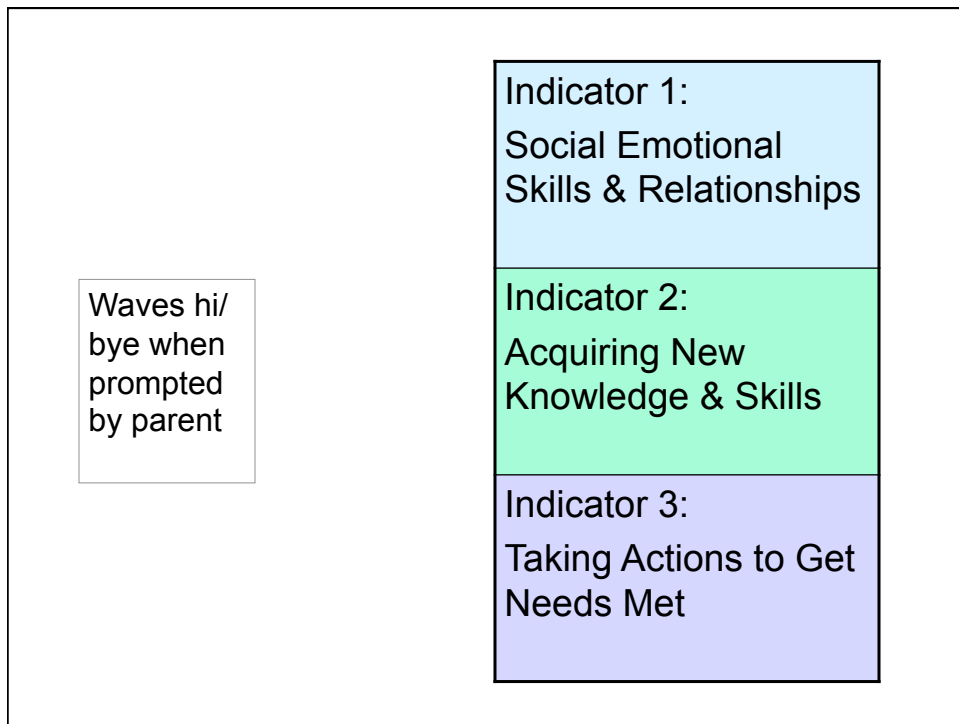
Indicator 3:
Taking Actions to Get Needs Met

Asks for milk by saying "moo-moo"

Indicator 1:
Social Emotional Skills & Relationships

Indicator 2:
Acquiring New Knowledge & Skills

Indicator 3:
Taking Actions to Get Needs Met



Communication: Where Does It Go?

Social language: Indicator 1

- Hi/Bye; Mama/Dada; siblings' names; nursery rhymes; social games such as peek a boo

Language as a learning tool: Indicator 2

- Receptive language – following directions
- Expressive language – telling what they know

Language to communicate hunger and thirst: Indicator 3

- Cup, milk, cookie, eat-eat

Puts on shoes when Mom says it's time to go bye-bye

Indicator 1:
Social Emotional
Skills & Relationships

Indicator 2:
Acquiring New
Knowledge & Skills

Indicator 3:
Taking Actions to Get
Needs Met



No more “Near Somewhat”
Indicator statements are a
natural progression from the
description – they don’t
drive the process!

Child's Development in Relation to Children the Same Age

| Indicator Statements | | |
|--|---|--|
| Rating | | Child's Development in Relation to Other Children The Same Age |
| Age Expected Skills | 7 | [Child's name] has all of the skills that we would expect in this area. |
| | 6 | [Child's name] has the skills that we would expect in this area. There are some concerns with [area of concern/quality/lacking skill]. |
| Decreasing Degree of Age Expected Skills | 5 | [Child's name] shows many age expected skills. He also continues to show some skills that might describe a slightly younger child in this area. |
| | 4 | [Child's name] shows occasional use of some age expected skills. He has more skills of a younger child in this area. |
| No Age Expected Skills and A Decreasing Degree of Immediate Foundational Skills (Early Skills) | 3 | [Child's name] uses many important skills that are necessary for development of more advanced skills; he is not yet showing skills used by other children his age in this area. |
| | 2 | [Child's name] is beginning to show some of the early skills that are necessary for development of more advanced skills in this area. |
| | 1 | [Child's name] has the very early skills in this area. This means that [child's name] has the skills we would expect of a much younger child. |

18 Month Old Sara – Indicator 1

Sara has really started asserting her independence. She explores the house independently. At preschool, Sara enjoys playing near her friends and has even started taking toys to her friends (unless its her favorite doll). Sara's temper tantrums have become more frequent and she often uses cries, whines and facial expressions to express her emotions.

- A. Sara uses many important skills that are necessary for the development of more advanced skills; she is not yet showing skills used by other child this age in this area.
- B. Sara shows occasional use of some age expected skills. She has more skills of a younger child in this area.
- C. Sara has all the skills we would expect in this area.

PUBLISHED POLL RESULTS

15 Month Old Johnny – Indicator 3

Johnny enjoys playing on his tummy. He can move around on his tummy so that he can reach the toys that are around him on his play mat. He has started to roll to get to toys, but this only happens when it is one of his favorite toys. Johnny can help hold his bottle when it is less than 4 ounces. He has not yet started taking food from a spoon. Johnny has a very distinctive cry for hunger.

- A. Johnny shows occasional use of some age expected skills. He has more skills of a younger child in this area.
- B. Johnny uses many important skills that are necessary for the development of more advanced skills; he is not yet showing skills used by other children in this area in this area.
- C. Johnny has the very early skills in this area. This means that Johnny has the skills we would expect of a much younger child.

PUBLISHED POLL RESULTS

Involving Families

- Providing information about their child's development in all areas and settings
- We don't expect that parents will pick the indicator statement, but we should always get parent confirmation that our narrative accurately reflects/depicts their child



