EARLY INTERVENTION PROVIDER CERTIFICATION REQUIREMENTS HANDBOOK

May 2020

Educational and Developmental Intervention Services (EDIS) Comprehensive System of Personnel Development (CSPD)

Contents

Purpose 2
Scope 2
Background 2
System Components 3
EDIS Early Intervention (EI) Certification 4
Initial EDIS Early Intervention Certification – Core Competency Modules 5
Initial EDIS Early Intervention Certification Process 6
Appendix A - Online Module Learning Objectives 8
APPENDIX B - Initial EDIS Certification Application 17
APPENDIX C - EDIS 3-year Re-Certification Application 22
APPENDIX D – Portfolio Scoring Guidance 26

Purpose

The Comprehensive System of Personnel Development (CSPD) for the Educational and Developmental Intervention Services (EDIS) Early Intervention programs establishes professional development requirements to ensure quality staff and consistent early intervention best practices. The CSPD includes staff standards that ensure recruitment and retention of highly qualified personnel, orientation and training, a competency and skills validation process that results in the EDIS Early Intervention (EI) Certification, and guidance for required continuing professional development to maintain the EDIS EI Certification.

Scope

The requirements and processes outlined in this handbook define the Tri-service (Army, Air Force, and Navy) agreed upon requirements to facilitate and maintain consistent high quality EDIS early intervention services that can result in positive outcomes for eligible children and families. These requirements apply to all EDIS EI programs in domestic and overseas locations, and personnel providing EDIS early intervention services.

Background

The IDEA, as amended by Public Law 102-119, directs the military departments to implement a CSPD, including staff standards, to recruit and retain highly qualified providers of early intervention. The Department of Defense Instruction (DoDI) 1342.12 and Department of Defense Manual (DoDM) 1342.12 direct the military departments to develop and implement a CSPD, and to establish personnel requirements for professionals providing early intervention support and services.

Many state early intervention systems have established personnel standards for providers of early intervention services. Although many of these standards are based on national research supported by the U.S. Department of Education, Office of Special Education Programs (OSEP), they differ in subtle ways, and do not provide for reciprocity of certification. Furthermore, the highly specialized knowledge and experience required to provide quality evidence-based early intervention support must be verified to achieve optimal results for infants and toddlers with disabilities and their families.

Within EDIS, all early intervention providers must possess the minimum education, license or certification, recent experience required for practice in their professional discipline, as well as recent experience providing early intervention services to families of infants/toddlers with disabilities, in order to be considered for employment. The credentialing process in the military medical departments does not consider IDEA early intervention specific competencies, skills and knowledge, nor does it provide a standardized process for continued training toward such

competencies. The highly specialized family-centered work of early intervention requires highly competent providers to effectively support the complex needs of families with infants and toddlers with disabilities. National organizations for early childhood and special education programs recommend that all professional staff members who work with infants/toddlers and their families possess the core set of skills and knowledge specific to IDEA services and the age group served, regardless of professional discipline or licensure.

System Components

The CSPD is a multifaceted and integrated system that includes six major components, which are shaped by numerous internal and external influences. Illustrated here are the multifaceted components and influences of the EDIS CSPD. Following are brief definitions for each of these major interrelated CSPD components.

Recruitment and Retention Recruitment and retention refers to the processes for planning and collaboration at all levels of the EDIS system to recruit, prepare, and retain an adequate number of highly qualified staff to meet the needs of infants and toddlers with disabilities and their families. Various strategies to promote recruitment and retention of qualified staff members are essential for hiring and maintaining qualified staff. EDIS follows the required hiring processes defined by the greater system.

Orientation and Training Orientation includes the initial process to familiarize an employee with the organization, including program policies, regulations, and program philosophy. Training encompasses the activities necessary for early intervention providers to develop a working knowledge of the day to day operations in accordance with applicable policies, regulations, program philosophy, and the key early intervention practices that govern and guide the delivery of EDIS early intervention support and services.

Competency and Skills Validation Competency and skills validation refers to the processes for assuring that EDIS early intervention providers understand and are able to competently and confidently demonstrate the EDIS Early Intervention Core Competencies to support children and families within EDIS and attain the EDIS EI Certificate. Competency and skills assessment also helps determine professional development needs and technical assistance activities.

Professional Development Professional development encompasses on-going staff training activities that are responsive to providers' needs, enhance providers' skills, and promote the

delivery of best practice and evidence-based early intervention support and services to families of infants and toddlers with disabilities.

Technical Assistance and Resource Sharing Technical assistance and resource sharing includes a variety of support activities implemented to assist EDIS programs. This helps ensure accurate and best practice implementation of early intervention support and services and required program practices.

Interagency Collaboration Interagency collaboration encompasses various activities involving interface with all stakeholders to promote quality support and services for families with young children.

EDIS Early Intervention (EI) Certification

EDIS Early Intervention Certification is an important part of the EDIS CSPD system. It is multifaceted and intended to support and guide the CSPD system components. Within EDIS, early intervention providers must possess specific core knowledge, skills, abilities, and attributes to function as an EDIS team member, provide early intervention support and services, and interface with community agencies in support of families of infants and toddlers with disabilities.

The EDIS EI Certification process establishes a means to provide uniform training, promote program wide understanding and implementation of evidence-based quality early intervention practices, ensure provider confidence and competence in delivery of high quality support and services, facilitate seamless services for families, and create consistent practices across EDIS programs, in agreement with EDIS early intervention policies, practices, and philosophy.

Required Providers The EDIS EI Certification process is required for all EDIS early intervention providers who act as a service coordinator and function in a primary provider capacity. Additionally, it is required for providers working in an EDIS early intervention program delivering early intervention support and services equal to or greater than 20 hours per week, regardless of discipline or employment status (e.g., General Schedule (GS) employees, contract employees, as well as active duty providers). All EDIS Program Managers who supervise early intervention providers must also complete the EDIS Early Intervention Certification regardless of the hours per week spent providing early intervention support and services.

Required Timelines All EDIS early intervention providers, working equal to or greater than 20 hours per week, are required to complete the EDIS Early Intervention Certification within one calendar year of being hired. Incumbent providers are required to complete certification within one year of the publication of this certification handbook (i.e., May 2021). Failure to complete

the EDIS Early Intervention Certification must be addressed using established personnel procedures (e.g., the civilian personnel, contracting, or military systems, as applicable).

Additional Certification/Licensure In addition to the EDIS EI Certification process, EDIS allied health (i.e., OT, PT, SLP) early intervention providers are required to maintain a current license, certificate, or privilege in at least one U.S. State, Commonwealth, territory, or jurisdiction according to established standards for the specific discipline, degree program, and/or function of the provider. EDIS providers in an educator role are encouraged to maintain a state certification in early childhood/special education/early intervention, or a state early intervention certificate of competence. However, this is not a requirement for employment in EDIS as an ECSE.

Initial EDIS Early Intervention Certification – Core Competency Modules

There are six foundational pillars at the very heart of the EDIS early intervention process. These pillars guide best practices for early intervention providers throughout each critical step in the early intervention process. The early intervention process is designed to guide each family's journey with EDIS. Accordingly, beyond the foundational pillars, the remaining EDIS Early Intervention core modules are organized around the early intervention process.

The EDIS Early Intervention Certification process is made up of the following ten online modules and a practical portfolio process. The detailed objectives for each of the ten online modules are included in Appendix A and the EDIS Early Intervention Certification Application and Checklist is provided in Appendix B.

EDIS Early Intervention Certification CORE Modules (*modules with portfolio elements)

1.0 Foundational Pillars and Practices in Early Intervention
2.0 Service Coordination Roles and Responsibilities
3.0 Due Process and Procedural Safeguards
4.0 Intake and Screening*
5.0 Evaluation and Eligibility*
6.0 The Routines-Based Interview*
7.0 Individualized Family Services Plan (IFSP) Development*
8.0 Measuring Child and Family Outcomes: Early Intervention Results*
9.0 Service Delivery*
10.0 Transition

Initial EDIS Early Intervention Certification Process

The initial EDIS Early Intervention Certification process requires providers to complete training organized around the following activities.

I. Review Program Regulations & Reading EDIS Guidance Handbooks

1. Review each of the following process handbooks available online at www.edis.army.mil:
   - 1.1 The EDIS IFSP- PD Handbook & Rubric (Jan 2017)
   - 1.2 The Routines-Based Interview – Fidelity Coach (RBI-FC) (Oct 2016)
   - 1.3 The Child Outcomes Summary – Team Collaboration (COS-TC) Checklist and Descriptions (Mar 2017)
   - 1.4 Quality Components of EI Visits (Jan 2018)
   - 1.5 EI Visiting Framework – FLARE & MOVE (Apr 2018)
2. Review the EDIS guiding regulations.
   - 2.1 DoDI 1342.12 and DoDM 1342.12 (Jun 2015)
   - 2.2 Service Specific Regulations (Army, Air Force, or Navy)

II. Complete EDIS CORE Modules

3. Complete the ten online Core Training Modules and verify completion of the CORE modules. Modules 4 – 9 have portfolio requirements that must also be completed.

III. Complete and Submit Portfolio Activities

4. Complete the following portfolio activities and have the activity reviewed by a local/regional EDIS designated reviewer. An EDIS designated reviewer is an EDIS manager or provider who has an EDIS certification or has been designated by the program manager to review and provide feedback on portfolio activities as part of the certification process. EDIS designated reviewers must demonstrate the ability to complete all steps in the EDIS early intervention process (intake through transition) and use the RBI-FC, COS-TC, and FLARE checklists with fidelity.

   - 4.1 Conduct an RBI as part of the IFSP process and have it observed and reviewed by an EDIS designated reviewer using the RBI-FC checklist.
   - 4.2 Conduct a COS rating determination meeting and have it observed and reviewed by an EDIS designated reviewer using the COS-TC checklist.
   - 4.3 Function as the lead on an IFSP and have it reviewed by an EDIS designated reviewer using the EDIS IFSP Rubric.

4.4 Conduct a service delivery visit and have it observed and reviewed by an EDIS designated reviewer using the FLARE Framework checklist.

4.5 Following completion of the activities 4.1 – 4.4 the provider will participate in a feedback/reflection session with an EDIS designated reviewer. At the feedback/reflection session/s, the reviewer will provide feedback and invite the provider to reflect and comment on the portfolio materials submitted (i.e., items 4.1 – 4.4). At this point the reviewer will either 1) Verify evidence of key practices within each of the portfolio activities and signs certificate application, or 2) Recommend revisiting one or more of the portfolio activities for resubmission and subsequent review.

IV. Complete Initial EDIS Early Intervention Certification Application (APPENDIX B)

5. Following completion of the modules and portfolio activities the provider will complete the EDIS EI Certification Verification Checklist and submit it, through the local program manager, to the DoD designated CSPD coordinator or, if the CSPD coordinator is unavailable, the military service EDIS program manager. The CSPD coordinator will review the packet to issue the certificate or request further information.

EDIS Early Intervention Certification Renewal

Continuing professional development is an ongoing requirement for all EDIS early intervention providers as is EDIS Early Intervention Certification Renewal. Following completion of the EDIS Early Intervention Certification early intervention providers are required to complete 30 hours of continuing education every 3 years. It is recommended that providers complete 10 hours per year to ensure timely completion of the required continuing education hours. The continuing education can include completion of Keeping In Touch (KIT) newsletter series and exams, Military Family Learning Network (MFLN) webinars, and additional hours from other sources. The continuing education must be related to the field of early intervention, supporting families of infants/toddlers, and/or related to child development and strategies to promote infant/toddler development. To complete the re-certification process EDIS early intervention providers submit the re-certification application in Appendix C and include verification of the training activities, including the title, date, location, and key presenters.

EDIS Early Intervention Certification for providers returning to EDIS

Providers returning to EDIS who completed their certification process can be reinstated with full certification if they are returning within three years of leaving EDIS. If returning beyond three years they must complete the full certification process.

Appendix A

Online Module Learning Objectives

<u>MODULE 1</u>: EDIS FOUNDATIONAL PILLARS AND PRACTICES IN EARLY INTERVENTION

1.0 Describe the foundational pillars and how they guide early intervention practices.

Lesson 1.1: Family-Centered Practices

1.1.1 Identify the characteristics of family centered practices.
1.1.2 Define the systems within which children and families function.
1.1.3 Identify the role culture plays in early intervention support to families.

Lesson 1.2: Relationship-Based Practices

1.2.1 Describe how words and actions positively and negatively affect relationships.
1.2.2 Define relationship-based practices.

Lesson 1.3: Children's Learning

1.3.1 Identify important aspects normal infant and toddler development.
1.3.2 Describe the four components of children's learning - interests, engagement, competency, and mastery.

Lesson 1.4: Natural Environments

1.4.1 Define natural environments.
1.4.2 Identify examples of natural learning environments and the learning opportunities associated with them.

Lesson 1.5: Adult Learning

1.5.1 Identify important characteristics of adult learning principles.
1.5.2 Identify the importance of adult learning principles in the early intervention process.
1.5.3 Identify examples of help giving and contrary help giving.

Lesson 1.6: Quality Teaming

1.6.1 Define three team models used in early intervention.
1.6.2 Identify the importance of quality teaming in early intervention.
1.6.3 Identify the characteristics of effective teams.

<u>MODULE 2</u>: EDIS SERVICE COORDINATION ROLES AND RESPONSIBILITIES

2.0 Describe the roles and responsibilities of service coordination in EDIS early intervention and throughout the early intervention process.

Lesson 2.1: Service Coordination

2.1.1 Define service coordination.
2.1.2 Identify the functions and outcomes of service coordination.
2.1.3 Identify the qualities of an effective service coordinator.
2.1.4 Identify the role of the Service Coordinator in the referral process.
2.1.5 Identify the role of the service coordinator in the intake/screening process.

2.1.6 Identify the role of the service coordinator in the evaluation for eligibility process.
2.1.7 Identify the role of the service coordinator in the routines-based interview (RBI).
2.1.8 Identify the role of the service coordinator in monitoring IFSP implementation.
2.1.9 Identify the role of the service coordinator in the transition process.

MODULE 3: EDIS DUE PROCESS AND PROCEDURAL SAFEGUARDS

3.0 Define the family rights, procedural safeguards and due process afforded to families by the Individuals with Disabilities Education Act (IDEA) and DoD implementing regulations.

Lesson 3.1: Understanding Due Process and Procedural Safeguards

3.1.1 Describe family rights and safeguards imparted by the IDEA.
3.1.2 Identify the resources that outline procedural safeguards and due process procedures.
3.1.3 Identify the steps EDIS follows to resolve disagreements.

MODULE 4: EDIS INTAKE AND SCREENING

4.0 Recognize best practices and documentation requirements associated with the intake and screening steps in the early intervention process.

Lesson 4.1: Public Awareness

4.1.1 Identify the importance of public awareness materials.

Lesson 4.2: Initial Information Giving and Gathering

4.2.1 Describe the support-based nature of the EDIS process.
4.2.2 Identify effective ways to elicit information from the families.
4.2.3 Evaluate an Entry/Entitlement form for completeness and accuracy.
4.2.4 Complete the General Information section 1 of the IFSP-PD.
4.2.5 Apply the quality rubric to General Information section 1 of the IFSP-PD.

Lesson 4.3: Understanding the Reason for Referral

4.3.1 Identify statements that convey that a person understands their reason for referral.
4.3.2 Complete the Family Questions/Concerns section 2 of the IFSP-PD.
4.3.3 Apply the quality rubric to the Family Questions/Concerns Section 2 of the IFSP-PD.

Lesson 4.4: Understanding the Screening Process and Documentation Requirements

4.4.1 Explain when screening is and is not necessary in the EDIS early intervention process.
4.4.2 Describe the possible outcomes of the screening process.
4.4.3 Identify when the Permission to Screen/Evaluate form is completed as part of the screening process.
4.4.4 Complete the Screening Section 3 of the IFSP-PD.
4.4.5 Apply the quality rubric to Screening Section 3 of the IFSP-PD.

Lesson 4.5: Gathering Health Information

4.5.1 Understand the scope of health information needed in the early intervention process.
4.5.2 Complete the Health Information Section 4 of the IFSP-PD.
4.5.3 Apply the quality rubric to the Health Information Section 4 of the IFSP-PD.

MODULE 5: EDIS EVALUATION AND ELIGIBILITY

5.0 Recognize best practices and documentation requirements associated with the evaluation and eligibility steps in the early intervention process.

Lesson 5.1: Evaluation

5.1.1 Identify important steps in evaluation planning.
5.1.2 Define the process for securing parent permission for evaluation.
5.1.3 Define different types of evaluation instruments (standardized, norm referenced, criterion referenced) and when they would be used in the evaluation process.
5.1.4 Describe ways to involve parents as partners in the evaluation process.

Lesson 5.2: Authentic Assessment

5.2.1 Define authentic assessment.
5.2.2 Describe how and when authentic assessment can be part of the evaluation process.

Lesson 5.3: Informed Opinion

5.3.1 Describe how the informed opinion process assists with eligibility determination.
5.3.2 Describe when the informed opinion process is used to assist with eligibility determination.

Lesson 5.4: Eligibility

5.4.1 Define the different types of eligibility for EDIS early intervention.
5.4.2 Describe the role of the family in the eligibility determination process.

Lesson 5.5: Documenting Evaluation and Eligibility Status

5.5.1 Complete the Developmental Evaluation and Eligibility Status section 5 of the IFSP-PD.
5.5.2 Apply the quality rubric to the Developmental Evaluation and Eligibility Status section 5 of the IFSP-PD.

MODULE 6: EDIS THE ROUTINES BASED INTERVIEW (RBI)

6.0 Demonstrate best practices for identifying family concerns, priorities, and resources.

Lesson 6.1: Understanding Family and Child Strengths and Resources

6.1.1 Explain the importance of understanding family and child strengths and resources as part of the early intervention process to the family.
6.1.2 Complete the Family and Child Strengths and Resources section 6 of the IFSP-PD.
6.1.3 Apply the quality rubric to the Family and Child Strengths and Resources section 6 of the IFSP-PD.

Lesson 6.2: Understanding the Routines-Based Interview (RBI)

6.2.1 Identify the purpose of the RBI.

6.2.2 Identify the key steps in the RBI.

6.2.3 Identify questions that facilitate the RBI.

Lesson 6.3: Completing the Routines-Based Interview (RBI)

6.3.1 Evaluate a completed RBI for completeness and accuracy.

6.3.2 Complete the Family Concerns and Priorities section 8 of the IFSP-PD.

6.3.3 Apply the quality rubric to the Family Concerns and Priorities section 8 of the IFSP-PD.

MODULE 7: EDIS INDIVIDUALIZED FAMILY SERVICES PLAN (IFSP) DEVELOPMENT

7.0 Develop an individualized family service plan (IFSP).

Lesson 7.1: Documenting the Present Levels of Development - PLOD

7.1.1 Define functional skills and abilities.

7.1.2 Evaluate present levels of development (PLODs) for inclusion of rich functional descriptions of a child's skills and abilities.

7.1.3 Complete the PLOD section 7 of the IFSP-PD.

7.1.4 Apply the quality rubric to the PLOD section 7 of the IFSP-PD.

Lesson 7.2: Writing Functional IFSP Outcomes

7.2.1 Define key components of functional IFSP outcomes.

7.2.2 Identify the difference between child and family level IFSP outcomes.

7.2.3 Construct child level outcomes using the IFSP outcome algorithm.

7.2.4 Evaluate IFSP outcomes for functionality and quality components.

7.2.5 Complete the IFSP outcomes section 9 of the IFSP–PD.

7.2.6 Apply the quality rubric to the IFSP outcomes section 9 of the IFSP–PD.

Lesson 7.3: Measuring Achievement of IFSP Outcomes – Writing Criteria

7.3.1 Define key components of outcome measurement criteria.

7.3.2 Evaluate IFSP outcome criteria for measurability and quality components.

7.3.3 Complete the IFSP outcome criteria section 9 of the IFSP-PD.

7.3.4 Apply the quality rubric to the IFSP outcome criteria section 9 of the IFSP-PD.

Lesson 7.4: Defining Procedures and Timelines for Reviewing IFSP Outcome Progress

7.4.1 Define procedures used for measuring IFSP outcome progress.

7.4.2 Identify the timeline for reviewing IFSP outcomes.

7.4.3 Complete the IFSP outcome procedures and timeline section 9 of the IFSP-PD.

7.4.4 Apply the quality rubric to the IFSP outcome procedures and timeline section 9 of the IFSP-PD.

Lesson 7.5: Documenting Transition, Other Services and Support Services

7.5.1 Describe different types of transition.

7.5.2 Identify how to document other services (i.e., transportation, assistive technology, and support services) on the IFSP.

7.5.3 Complete the Transition, Other services and Support Services sections 11 and 12 of the IFSP-PD.

7.5.4 Apply the quality rubric to the Transition, Other services and Support Services sections 11 and 12 of the IFSP-PD.

Lesson 7.6: Making Service Decisions

7.6.1 Define the four different service delivery models (i.e., individual, consultation, group, and monitor).

7.6.2 Identify key considerations for documenting service frequency, intensity, location, start/end dates.

7.6.3 Apply the primary service provider model to IFSP services.

7.6.4 Complete the Services Page section 13 of the IFSP-PD.

7.6.5 Apply the quality rubric to the Services Page section 13 of the IFSP-PD.

Lesson 7.7: Completing the IFSP Agreement Section of the IFSP

7.7.1 Define what is documented in each section of the IFSP Agreement page.

7.7.2 Complete the IFSP Agreement section 14 of the IFSP-PD.

7.7.3 Apply the quality rubric to the IFSP Agreement section 14 of the IFSP-PD.

MODULE 8: EDIS MEASURING THE NATIONAL CHILD AND FAMILY OUTCOMES

8.0 Recognize the National child and family outcomes, how they are used, and how they are measured.

Lesson 8.1: Understanding the National Measuring Child and Family Outcomes Initiative

8.1.1 Explain why measuring the National child and family outcome is important.

8.1.2 Describe how the National child and family outcomes are the same or different from IFSP outcomes.

8.1.3 Identify the three National child outcomes and the Family outcomes measured in EDIS.

8.1.4 Describe how to share information about the National child and family outcomes to families and other stakeholders.

Lesson 8.2: Measuring the Three National Child Outcomes

8.2.1 Define the content associated with each of the three National child outcomes.

8.2.2 Organize functional skills into the three National child outcome areas.

8.2.3 Categorize a child's developmental skills according to age.

8.2.4 Describe the Child Outcomes Summary (COS) scale, defining the seven points on the scale.

8.2.5 Apply the Decision Tree and "Bucket List" as part of using the Child Outcomes Summary (COS) scale.

8.2.6 Identify how the Child Outcomes Summary (COS) ratings are integrated into the present levels of development (PLOD) on the IFSP.

8.2.7 Explain how families are involved in the Child Outcomes Summary (COS) process.

Lesson 8.3: Completing a Child Outcomes Summary (COS) Competency Check

8.3.1 Complete level one competency check questions with 85% accuracy.

8.3.2 Complete two Child Outcomes Summary Competency Check (COS-CC) case studies with 85% accuracy.

LESSON 8.4: Measuring the National Family Outcomes

8.4.1 Identify the elements included in the Family Outcomes Survey (FOS)

8.4.2 Define the frequency for completing the Family Outcomes Survey (FOS).

8.4.3 Explain the process for disseminating and collecting the Family Outcomes Survey (FOS).

LESSON 8.5: Examining the National Child and Family Outcome Data

8.5.1 Identify how the EDIS child and family outcome data are calculated.

8.5.2 Define reporting patterns expected in EDIS child and family outcome data.

8.5.3 Describe how the EDIS child and family outcome data are reported.

MODULE 9: EDIS SERVICE DELIVERY

9.0 Apply the six quality components of early intervention visits.

Lesson 9.1: RBI Generated Functional Outcomes

9.1.1 Differentiate between functional routines-based outcomes and non-contextual skill based outcomes.

9.1.2 Identify key components of functional child and family IFSP outcomes.

Lesson 9.2: IFSP Outcome-Guided Home Visits

9.2.1 Identify how IFSP outcomes guide ongoing early intervention visits.

9.2.2 Describe how IFSP outcomes guide intervention without the need for toy bags.

Lesson 9.3: Explicit Focus on Intervention and Caregiver Engagement

9.3.1 Define why it is important to clearly define and discuss intervention strategies with families.

9.3.2 Differentiate between explicit and vague intervention strategies.

9.3.3 Identify techniques to engage caregivers.

Lesson 9.4: Adult Intervention Interactions

9.4.1 Identify the difference between pedagogy and andragogy.

9.4.2 Define the five intervention interactions.
9.4.3 Define the approaches that do not support positive intervention interactions based on principles of adult learning.

Lesson 9.5: Good Conversation Skills

9.5.1 Identify effective conversation skills.
9.5.2 Define quality questions to guide conversations and gather information.
9.5.3 Identify possible conversation traps.

Lesson 9.6: Progress Monitoring and Documentation

9.6.1 Define the components of Status – Intervention – Plan (SIP) notes.
9.6.2 Identify how Status – Intervention – Plan (SIP) notes replace strategies previously written on IFSPs.
9.6.3 Evaluate Status – Intervention – Plan (SIP) notes for completeness and accuracy.

MODULE 10: EDIS TRANSITION

10.0 Determine appropriate transition activities.

Lesson 10.1: Transition from Early Intervention

10.1.1 Describe the goal of the transition process and when it commences.
10.1.2 Identify the components of the transition plan.
10.1.3 Fill out Section 10 of the MEDCOM Form 721.
10.1.4 Apply the quality rubric to Section 10 of the MEDCOM Form 721.

Lesson 10.2: Documenting Other Services

10.2.1 List the Other Services documented in the IFSP.
10.2.2 Identify the transportation and assistive technology needs of the family.
10.2.3 Fill out Section 11 of the MEDCOM Form 721.
10.2.4 Identify types of transitions and associated resources.
10.2.5 Identify how families are included in the transition plans.

Lesson 10.3: Transition at Three Years of Age to DoDEA PSCD

10.3.1 Describe the transition process for children transitioning from EDIS to DoDEA Preschool Services for Children with Disabilities (PSCD).
10.3.2 Identify the required timelines for transition from EDIS to DoDEA Preschool Services for Children with Disabilities (PSCD).
10.3.3 Identify the responsibilities of EDIS, DoDEA, and the family as part of the transition process from EDIS to DoDEA Preschool Services for Children with Disabilities (PSCD).

APPENDIX B

Initial EDIS Certification Application

Educational and Developmental Intervention Services (EDIS)

Early Intervention Initial Certification Application & Checklist

I. Program Regulations

Review Regulations (www.edis.army.mil)	Date Completed	Verified by
☐ **DEPARTMENT OF DEFENSE INSTRUCTION (DoDI) 1342.12** http://www.esd.whs.mil/Portals/54/Documents/DD/issuances/dodi/134212p.pdf ☐ **DEPARTMENT OF DEFENSE MANUAL (DoDM) 1342.12** http://www.esd.whs.mil/Portals/54/Documents/DD/issuances/dodm/134212m.pdf		
☐ **BRANCH REGULATIONS** (Army, Air Force, or Navy)		

II. EDIS Process Handbooks/Online Activities/Self-Assessments

Read Supplemental Guidance Practice Handbooks (www.edis.army.mil)	Date Completed	Verified by
☐ **SERVICE COORDINATION HANDBOOK** https://www.edis.army.mil/MiscDocs/EARLY%20INTERVENTION%20SERVICE%20COORDINATION%20HANDBOOK%202011.pdf ☐ Complete accompanying exam		
☐ **NATURAL ENVIRONMENTS HANDBOOK** https://www.edis.army.mil/SuppGuidance/Natural%20Environments%20handbook.pdf ☐ Complete accompanying exam		
☐ **TRANSDISCIPLINARY HANDBOOK (2003)** https://www.edis.army.mil/SuppGuidance/TD%20Handbook%20Apr%202003.pdf ☐ Complete accompanying exam		
☐ **EDIS IFSP HANDBOOK AND QUALITY RUBRIC (JAN 2017)** https://www.edis.army.mil/SuppGuidance/EDIS_TriService_IFSP_Process_Guidance_Handbook_January2017.pdf ACITIVITY - Read the handbook and review the IFSP Rubric (Appendix A p. 85). Use the Rubric as a self-assessment to identify your understanding and confidence with implementing the different sections of the IFSP. Use the 0-4 rating scale at the top of each section as your self-assessment rating. Identify the areas you are highly confident with and areas you'd like to know more about and/or improve upon.		
☐ **ROUTINES-BASED INTERVIEW FIDELITY COACH (RBI-FC) (OCT 2016)** https://www.edis.army.mil/Forms/RoutinesBased_InterviewFidelity_Coach_RBI-FC_October2016.pdf ACTIVITY - Review the RBI-FC and checklist (p. 4-6). Use the RBI-FC Checklist as a self-assessment to identify your understanding and confidence with implementing the different sections of the RBI. Use the rating scale (not – partly – fully) at the top of each section as your self-assessment rating. Identify the areas you are highly confident with and areas you'd like to know more about and/or improve upon.		

☐ **MEASURING CHILD OUTCOMES (101)** https://unc.az1.qualtrics.com/jfe/form/SV_8k8MRoa4doTjDHT ACTIVITY - Complete the online learning module. The link above brings you to the online module registration. Registration is free and once registered you can complete the online modules.		
☐ **CHILD OUTCOMES SUMMARY – TEAM COLLABORATION (COS-TC) (MAR 2018)** http://ectacenter.org/~pdfs/eco/COS-TC_Checklist_and_Descriptions_March_2017.pdf ACTIVITY - Review the COS-TC and checklist (p. 3-5).View the COS-TC online learning module at: http://olms.cte.jhu.edu/olms2/COSTC Use the COS-TC Checklist as a self-assessment to identify your understanding and confidence with implementing the different sections of the COS. Use the rating scale (not – partly – fully) at the top of each section as your self-assessment rating Identify the areas you are highly confident with and areas you'd like to know more about and/or improve upon.		
☐ **QUALITY COMPONENTS OF EARLY INTERVENTION VISITS (JAN 2018)** https://www.edis.army.mil/SuppGuidance/EDIS_Quality_Components_of_EI_Visits_January2018_webpub.pdf ACTIVITY - Read the handbook and think about how your home visiting practices align with the quality components. Identify the areas you are highly confident with and areas you'd like to know more about and/or improve upon.		
☐ **FLARE – EARLY INTERVENTION VISITING FRAMEWORK (APR 2018**) https://www.edis.army.mil/SuppGuidance/EDIS_EI_Visiting_Framework_FLARE_MOVE_April2018_webpub.pdf ACTIVITY - Review the FLARE Framework and checklist (p. 8-15). Use the FLARE Checklist as a self-assessment to identify your understanding and confidence with implementing the different sections of the FLARE. Use the rating scale (not – partly – fully) at the top of each section as your self-assessment rating. Identify the areas you are highly confident with and areas you'd like to know more about and/or improve upon.		

III. EDIS Online Modules

1. Foundational Pillars and Practices in Early Intervention (MODULE #1)	Date Completed	Verified by
☐ 1.1 Family Centered Practices		
☐ 1.2 Relationship-Based Practices		
☐ 1.3 Children's Learning		
☐ 1.4 Natural Environments		
☐ 1.5 Adult Learning		
☐ 1.6 Quality Teaming		

2. Service Coordination Roles and Responsibilities (MODULE #2)	Date Completed	Verified by
☐ 2.1 Service Coordination		
3. Due Process and Procedural Safeguards (MODULE #3)	Date Completed	Verified by
☐ 3.1 Understanding Due Process and Procedural Safeguards		
4. Intake and Screening (MODULE #4)	Date Completed	Verified by
☐ 4.1 Public Awareness		
☐ 4.2 Initial Information Giving and Gathering		
☐ 4.3 Understanding the Reason for Referral		
☐ 4.4 Understanding the Screening Process and Documentation Requirements		
☐ 4.5 Gathering Health Information		
5. Evaluation and Eligibility (MODULE #5)	Date Completed	Verified by
☐ 5.1 Evaluation and Authentic Assessment		
☐ 5.2 Informed Opinion and Eligibility		
6. The Routines-Based Interview (MODULE #6)	Date Completed	Verified by
☐ 6.1 Understanding Family and Child Strengths and Resources		
☐ 6.2 Understanding the Routines-Based Interview (RBI)		
7. Individualized Family Service Plan (MODULE #7)	Date Completed	Verified by
☐ 7.1 Documenting Present Levels of Development - PLOD		
☐ 7.2 Writing Functional IFSP Outcomes		
☐ 7.3 Measuring Achievement of IFSP Outcomes – Writing Criteria		
☐ 7.4 Defining Procedures and Timelines to Review Outcome Progress		
☐ 7.5 Documenting Transition, Other Services, and Support Services		
☐ 7.6 Making Service Decisions		
8. Measuring the National Child and Family Outcomes (MODULE #8)	Date Completed	Verified by
☐ 8.1 Why We Measure Outcomes		
☐ 8.2 Focus on Functionality		
☐ 8.3 Content of The Three Early Childhood Outcomes		
☐ 8.4 Understanding Age-Expected Development		
☐ 8.5 The Child Outcomes Summary (COS) Scale		
☐ 8.6 Including Families		
☐ 8.7 Measuring Family Outcomes		

9. Service Delivery (MODULE #9)	Date Completed	Verified by
☐ 9. 1 RBI Generated Outcomes For Intervention		
☐ 9.2 IFSP Outcome-Guided Home Visits		
☐ 9.3 Explicit Focus on Intervention and Caregiver Engagement		
☐ 9.4 Adult Intervention Interactions		
☐ 9.5 Good Conversation Skills		
☐ 9.6 Progress Monitoring and Documentation		
10. Transition (MODULE #10)	Date Completed	Verified by
☐ 10.1 Transition from Early Intervention		

IV. Portfolio Activities – for review with a Designated EDIS Reviewer

RBI-FC	Date Completed	Verified by
☐ Complete an RBI-FC checklist as self-assessment (for self & reviewer)		
☐ Complete an RBI with a family and have it observed		
☐ Participate in a Feedback/Reflection session with the designated observer/s		
☐ *Attach completed RBI-FC Checklist from the observation*		

COS-TC	Date Completed	Verified by
☐ Complete a COS-TC checklist as a self-assessment (for self & reviewer)		
☐ Complete a COS meeting with a family and have it observed		
☐ Participate in a Feedback/Reflection session with the designated observer/s		
☐ *Attach completed COS-TC Checklist from the observation*		

IFSP & Rubric Completion	Date Completed	Verified by
☐ Complete an IFSP and IFSP Rubric and submit for review		
☐ Participate in a Feedback/Reflection session with the designated observer/s		
☐ *Attach completed IFSP (redacted) and Rubric*		

Intervention Visit with FLARE	Date Completed	Verified by
☐ Complete a FLARE framework checklist as a self-assessment (for self & reviewer)		
☐ Complete an intervention visit with a family and have it observed		
☐ Participate in a Feedback/Reflection session with the designated observer/s		
☐ *Attach completed FLARE Checklist from the observation*		

EDIS Early Intervention INITIAL Certification

Provider Information

Name	
Date of Hire in EDIS	
Email	

Portfolio Activity Observer/Reviewer

Name & Email	

Supervisor Endorsement

I confirm that this EDIS provider has successfully completed the above training activities and can proficiently complete each step of the early intervention process from entry to exit including SNPMIS documentation.

Supervisor	
EDIS Program Location	

Signatures

Supervisor	
Date	
EDIS Provider	
Date	

Please return all pages of this document to DoD CSPD Coordinator to complete the EDIS Early Intervention Certification Application process.

APPENDIX C

EDIS 3-year Re-Certification Application

Educational and Developmental Intervention Services (EDIS)

Early Intervention Re-Certification Application & Checklist

30 continuing education hours every 3 years

EDIS Continuing Education

KIT Series (Recommendation: Complete at least one KIT series a year)	Date Completed	Verified by
☐		
☐		
☐		
☐		
☐		
☐		
☐		

MFLN Activities (Recommendation: Complete at least one MFLN webinar a year)	Date Completed	Verified by
☐		
☐		
☐		
☐		
☐		
☐		
☐		

Additional Continuing Education

Activity (hours required for re-certification)	Date Completed	Verified by
☐		
☐		
☐		
☐		
☐		
☐		
☐		
☐		

EDIS Early Intervention Re-Certification Application

Applicant Information

Name & Email	
Date of Hire in EDIS	
Date of INITIAL EDIS Certification	
Date of last EDIS Re-Certification	
Total Number of Continuing Education Hours Completed	

Supervisor Endorsement

I confirm that this EDIS provider has successfully completed the above training activities and has received a complete competency assessment addressing each step of the early intervention process from entry to exit including SNPMIS documentation.

Supervisor	
EDIS Program Location	

Signatures

Supervisor	
Date	
EDIS Provider	
Date	

APPENDIX D

EDIS Portfolio Scoring Guidance

IFSP Rubric

RBI-FC

COS-TC

FLARE

IFSP Rubric

A passing score on the IFSP rubric is **85% of all items scored at a level of 3 and 4 (Best Practice).** Shown below is a sample rubric scoring page. Please see the IFSP handbook for more information about the IFSP rubric.

Example: A IFSP with 10 outcomes has 55 sections to be rated. The table below illustrates a sample rating distribution.

AREA 1: General Information & Screening (section 1 - 3)

	0 *Unacceptable*	**1**	**2** *Getting There*	**3**	**4** *Best Practice*
	0 / 3	0 / 3	0 / 3	1 / 3	2 / 3
%	0 %	0 %	0 %	33 %	66 %

3/3 scored @ 3 or 4 = 100%

AREA 2: Assessment (sections 4 – 8)

	0 *Unacceptable*	**1**	**2** *Getting There*	**3**	**4** *Best Practice*
	0 / 7	1 / 7	0 / 7	2 /7	4 / 7
%	0 %	14%	0 %	29 %	57 %

6/7 scored @ 3 or 4 = 86%

AREA 3: Outcomes – total ratings for all outcomes (section 9) The example shown here is with 10 IFSP outcomes.

	0 *Unacceptable*	**1**	**2** *Getting There*	**3**	**4** *Best Practice*
	0 / 40	0 / 40	5 / 40	10 / 40	25 / 40
%		0 %	13 %	25 %	63 %

35/40 scored @ 3 or 4 = 88%

AREA 4: Services (sections 10 – 12)

	0 *Unacceptable*	**1**	**2** *Getting There*	**3**	**4** *Best Practice*
	0 / 5	0 / 5	0 / 5	2 / 5	3 / 5
%	0 %	0 %	0 %	20 %	60 %

5/5 scored @ 3 or 4 = 100%

TOTAL: 3+6+35+5 = 49 *(numerator)*
3+7+40+5 = 55 *(denominator)*
49/55 = 89% PASS

Routines-Based Interview Fidelity Coach (RBI-FC) Scoring

A passing score on the RBI-FC is **75% or higher for each of the 6 sections of the RBI-FC**. The point system is 0 points for "not," 1 point for "partly," and 2 points for "fully." For example, on the following Section 1 of the RBI – Introducing the RBI, this provider achieved 12 of the possible 12 points for the RBI elements and 8 out of the possible 10 points for the interviewing skills. The provider achieved a passing score, of at least 75% for the RBI elements and interviewing skills, on this section of the RBI.

I. Introducing The RBI							
RBI Elements	*Not*	*Partly*	*Fully*	*Interview Skills*	*Not*	*Partly*	*Fully*
1. Review the **purpose and process** of the RBI.			■	a. Be natural and appropriately informal.			■
2. Inquire about the family's **main concerns.**			■	b. Use a conversational approach rather than a set of statements or questions.			■
3. Ask **who is in the family.**			■				
4. Explain the **purpose for taking notes.**			■	c. Sit in a relaxed but not sloppy position.		■	
5. Remind the family to **say what they want** to say and leave out what they don't want to say.			■	d. Encourage a set-up that eases the conversation (e.g., sit beside the parent/s).		■	
6. Remind everyone that the RBI takes **about 2 hours** and ensure that still works for all.			■	e. Be responsive, illustrating active listening.			■
			12/12 (100%)				***8/10 (80%)***

The passing score for section III of the RBI-FC is a bit different, because there are several routines that are covered in an RBI. To achieve a passing score on section III of the RBI-FC, the provider must achieve a score of 75% on the RBI elements and interviewing skills for at least 75% of all the routines covered in the RBI. Each of the routines are scored using a separate Section III of the RBI-FC. In the example below this provider achieved a score of 88% for both the RBI elements of this routine and the interviewing skills, which yields a passing score for this routine. If the provider addressed 10 different routines with the family, the provider must achieve a score of 75% on at least 8 of the 10 routines covered in the RBI (7.5 is rounded up to 8).

III. Learning About Routines Bath (8)							
RBI Elements	*Not*	*Partly*	*Fully*	*Interview Skills*	*Not*	*Partly*	*Fully*
1. Inquire about **what the child is doing.**			■	a. Ask open-ended questions to start.			■
2. Capture good, **rich, detailed information** about the child's functioning related to:		■		b. Ask good follow up questions to collect rich detail.			■
☐ **Engagement**			■	c. Paraphrase and summarize to check understanding.			■
☐ **Independence**			■	d. Use responsive body language (e.g., affirming behaviors - nodding, gestures).		■	
☐ **Social relationships**		■		e. Keep a conversational flow to the interview.			■
3. Inquire about **what everyone else is doing.**			■	f. Listen more than talk.		■	
4. Ask the family to **rate the routine** (1-5: *define the scale the first time it is used and as needed thereafter).*			■	g. Maintain interview focus without unnecessarily attending to distractions.			■
5. Move onto the next routine by asking, "**What happens next?**"			■				**12/14 (88%)**
			14/16 (88%)				

Shown below is a sample completed RBI-FC score sheet for a provider who achieved a passing RBI-FC score. NOTE: Providers must demonstrate proficiency with all sections of the RBI. If two providers doing the RBI it may be necessary to observe separate RBIs to verify the providers understanding of the interviewing part and the recap sections of the RBI.

RBI-FC Scoring:
Score *no* as 0; *partly* as 1; and *fully* as 2. Score at least 4 full routines of RBI-FC section III. Learning About Routines.

RBI Elements	Passing Score	Results	Interview Skills	Passing Score	Results
I. Introducing the RBI	75%	12/12 (100%)	I.	75%	8/10 (80%)
	PASS - See earlier notes				
II. Getting Started	75%	6/6 (100%)	II.	75%	8/10 (80%)
	PASS - See earlier notes				
III. (1) Learning About Routines *(score at least 4 different routines – passing is 75% of the routines rated were scored at 75% or greater)*	75% @ 75%	10/12 (83%)	III.	75% @ 75%	10/12 (92%)
	# of routines covered: _12__ (10/12 @ 75% = 83% PASS) 1. 14/16 (88%) 2. 16/16 (100%) 3. 14/16 (88%) 4. 16/16 (100%) 5. 13/16 (81%) 6. 13/16 (81%) 7. 12/16 (75%) 8. 14/16 (88%) 9. 11/16 (69%) 10. 12/16 (75%) 11. 9/16 (56%) 12. 14/16 (88%)		# of routines rated: _12__ (11/12 @ 75% = 83% PASS) 1. 11/14 (79%) 2. 13/14 (93%) 3. 11/14 (79%) 4. 12/14 (86%) 5. 11/14 (79%) 6. 12/14 (86%) 7. 11/14 (79%) 8. 12/14 (86%) 9. 10/14 (71%) 10 12/14 (86%) 11. 11/14 (79%) 12. 13/14 (93%)		
IV. Asking The Time, Worry, and Change Questions	75%	5/6 (83%)	IV.	75%	6/6 (100%)
	PASS				
V. Recapping the RBI	75%	8/10 (80%)	V.	75%	5/6 (83%)
	PASS				
VI. Inviting The Family to Identify Their Priorities	75%	9/12 (75%)	VI.	75%	8/10 (80%)
	PASS				

This RBI demonstrates your clear understanding of the process for capturing functional information about a child's participation in day to day routines. Only thing to watch for is getting the rating and moving on and being certain to get good clear rich information in each routine – be sure to ask about how the child responds to questions and directions for example.
The recap is tricky. It can be challenging to keep it to 5 minutes and to recap the concerns only. Work on being more succinct with the recap. Do the recap quickly. Then ask the family what they want to work on. Then explicitly share the notes with a focus for them to look for other items beyond what the family already said. Then help them look closer as needed to identify a sufficient number of outcomes (6-12). You can think of these 4 points as RASH – recap, ask, share, help.

COS-TC

A passing score on the COS-TC is **75% or higher for each of the sections of the COS-TC**. The point system is 0 points for "not," 1 point for "partly," and 2 points for "fully." For example, on the following Section I of the COS-TC – Planning for the COS, this provider achieved 12 of the possible 14 points (86%). The provider achieved a passing score, of at least 75% for this section (86%).

I. Planning for the COS

Quality Practices *'No' indicates that the practice is not observed; 'partly' indicates that the practice is observed some of the time or that some, but not all, of the practice is observed; 'yes' indicates the practice is fully observed most or all of the time.*	No (0)	Partly (1)	Yes (2)
1. Providers **review COS background information**, including the meaning of the three outcomes, the rating criteria, the decision tree, the descriptor statements, and COS process *(as needed)*.			
2. Providers **review age-expected growth and development** for the age of the child *(as needed)*.			
3. Providers ensure that **multiple sources of information** about the child's functioning are available for review *(e.g., observations, evaluation, progress reports, and reports from parents, specialists, and others who know the child)*.			
4. Providers confirm there is information about the child's functioning for each of the **three child outcome areas**.			
5. Providers confirm that there is information about the child's **current** functioning **across settings and situations**.			
6. Providers consider the child's functioning in terms of **AE-IF-F** with reference to **age-anchoring** tools and resources. *(AE-age-expected, IF-immediate foundational, F-foundational)*			
7. Providers **review plans for sharing information** about the COS and how to engage the family in the COS decision-making process.			
			12/14 (86%)

The passing score for section III of the COS-TC is a bit different, because all three outcomes are scored separately. To achieve a passing score on section III of the COS-TC, the provider must achieve a score of 75% for each of the three outcomes. Each of the outcomes are scored in separate columns within Section III of the COS-TC. In the example below this provider achieved respective scores of 83%, 83%, and 89% for the three outcomes, which is a passing score for this section of the COS-TC.

III. Understanding Child Functioning

Quality Practices *'No' indicates that the practice is not observed; 'partly' indicates that the practice is observed some of the time or that some, but not all, of the practice is observed; 'yes' indicates the practice is fully observed most or all of the time. Practices are rated for each outcome area.*	Outcome 1			Outcome 2			Outcome 3		
	No	Partly	Yes	No	Partly	Yes	No	Partly	Yes
1. Team members discuss the full **breadth of each outcome** (i.e., across the range of functioning pertinent to each outcome).									
2. Providers invite the **family to share information** about their child's functioning for each outcome area.									
3. Team members discuss the child's **current functioning** in each outcome area.									
4. Team members discuss **information from multiple sources** (e.g., family input, other observations, assessments, progress monitoring, child care providers, specialists, neighbors) for each outcome.									
5. Team members discuss the child's functioning **across settings and situations.**									
6. Team members discuss the child's functioning for each outcome in sufficient **depth** to describe how the child uses skills in meaningful ways.									
7. Team members focus on the child's **functional use of skills** versus discrete skills.									
8. Team members discuss **skills the child has and has not yet mastered.**									
9. Team members discuss how the child's **current use of skills relates to age-expected development** (AE-IF-F).									
	O1: 15/18 (83%)			**O2: 15/18 (83%)**			**O3: 16/18 (89%)**		

Shown below is a sample completed COS-TC score sheet for a provider who achieved a passing COS-TC score.

COS-TC Scoring:
Score no as 0; partly as 1; and fully as 2.

COS-TC Sections	Passing Score			
I. Planning for the COS	75%	___12___ of 14 possible ___86___%		
II. Explaining the COS Process to Families	75%	___7___ of 8 possible ___88___%		
III. Understanding Child Functioning	75%	O1	O2	O3
		__15___ of 18 possible ___83___%	__15___ of 18 possible ___83___%	___16__ of 18 possible ___89___%
IV. Building Consensus for a High-Quality Rating	75%	O1	O2	O3
		___6__ of 8 possible ___75___%	__7___ of 8 possible __88____%	__7___ of 8 possible ___88___%
V. Interactive Practices	75%	___18____ of 22 possible ___82___%		
NOTES:				

FLARE Framework

A passing score on the FLARE is 75% for each of the five sections. The last page of the FLARE Reflection/Action Plan is used for scoring the FLARE. The following table defines the parameters for using the five point scale on the FLARE Reflection/Action Plan.

Not at all (1)	Less than 29% of the applicable items scored as **yes or partly**
Slightly (2)	30 to 49% of the applicable items scored **as yes or partly**
Somewhat (3)	50 to 74% of the applicable items scores as **yes or partly**
Moderately (4)	75% or more of the applicable items scored as **yes or partly**
Extremely (5)	90 to 100% of the applicable items scored as **yes**

Shown below is a sample FLARE scoring roll up.

Reflection/ Action Plan

How effectively were these general quality practices implemented?	Not at all (1)	Slightly (2)	Somewhat (3)	Moderately (4)	Extremely (5)
PLANNING FOR THE VISIT 18/20 = 90%					
1. Reviewing IFSP & notes from the last visit	1	2	3	4	5
2. Collecting needed information	1	2	3	4	5
3. Connecting with others	1	2	3	4	5
4. Contacting family prior to visit	1	2	3	4	5
BEGINNING THE VISIT 9/10 = 90%					
1. Greetings	1	2	3	4	5
2. Getting Started	1	2	3	4	5

MIDDLE OF THE VISIT WITH FLARE 20/25 = 80%					
1. Functional IFSP Outcomes to Guide Intervention	1	2	3	4	5
2. Learning More to Ensure a Deeper Understanding	1	2	3	4	5
3. Action & Trying Strategies	1	2	3	4	5
4. Reflection & Responsive Feedback	1	2	3	4	5
5. End Planning - Between Visit & Next Visit Actions	1	2	3	4	5
END OF THE VISIT 9/10 = 90%					
1. Scheduling	1	2	3	4	5
2. Salutations	1	2	3	4	5
AFTER THE VISIT 13/15 = 87%					
1. Documentation	1	2	3	4	5
2. Provider Reflection	1	2	3	4	5
3. Action & Consultation	1	2	3	4	5

Using the information in this document complete the following action plan.

The general content area (above) I want to focus on is: