

**Early Intervention Verification Observation Tool – EVALUATION/REEVALUATION**

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**Explanation of Format**

This document includes observation components to be utilized in conjunction with Verification observations of evaluations/reevaluations. Components coincide with the Early Intervention Verification required items.

Each item has a comment box for the observer to provide information about what they saw during the observation. If an observer indicates a “no” or “Does Not Apply” (DNA) for any item, an explanation of why should be provided.

**Explanation of Scoring**

Each observation item is to be rated using the Standard for Performance Rating described in the chart below, unless otherwise indicated or additional information on scoring is provided. Parent interview questions are included with the observations items, if applicable. Instructions for the Standard for Performance Rating on each interview are included underneath the interview questions.

|  |  |
| --- | --- |
| **Standard for Performance Rating** | **Criteria** |
| Meets Requirements | **90-100%** of the sub items under ‘Did you Observe’ are rated **YES** and/or **DNA**. |
| Does Not Meet Requirements | **89%** or below of the sub items under ‘Did you Observe’ are rated **YES** and/or **DNA**. |

**Observation Details**

|  |  |
| --- | --- |
| **Role** | **Name of Individual** |
| Infant/Toddler or Preschool EI Program |  |
| Date of Observation |  |
| Reviewer Name |  |
| Child Name/ID# |  |
| Location of Observation |  |
| Team Members/Role |  |

**Evaluation/Re-evaluation: Observation Components**

| **Item** | **Component**  Evaluation/Re-evaluation | **Standard for Performance Rating** | | |
| --- | --- | --- | --- | --- |
| **OBSERVATION** | | **Meets Requirements** | **Does Not Meet Requirements** | **Does Not Apply** |
| **PS-4** | **Does the infant toddler or preschool Early Intervention (EI) program inform parents about the procedural safeguards available to them?** |  |  |  |
|  | **While doing an observation to find evidence for this item, if a full review of procedural safeguards by EI staff was not observed at the evaluation, ensure the interview with the family is conducted. If the family is aware of their rights, you can indicate yes on the observation tool for this item. Please indicate in the note section on the observation form that a full discussion did not occur during the observation, but through the family interview, the requirement has been met.**  **Did you observe or hear discussion of the following:**   1. The EI professional informing the parents of their rights regarding local conflict resolution meetings, IFSP/IEP facilitation, mediation and/or due process hearing.   **Yes No**   1. The EI professional informing the parents of their rights related to complaint investigations through OCDEL.   **Yes No**   1. The EI professional informing the parents of their rights related to Family’s Educational Rights and Privacy Act (FERPA).   **Yes No**   1. The EI professional utilizing and explaining the Parent’s Rights Agreement (PRA) or Notice of Recommended Educational Placement (NOREP).   **Yes No**   1. The EI professional informing the parents of their rights in a parent-friendly, understandable manner.   **Yes No**   1. The EI professional allowing the parents to ask questions and clarify information when necessary.   **Yes No**   1. The EI professional demonstrating knowledge about procedural safeguards.   **Yes No** | | | |
|  | **Observer’s Comments:** | | | |

| **Item** | **Component**  Evaluation/Re-evaluation | **Standard for Performance Rating** | | |
| --- | --- | --- | --- | --- |
|  | **OBSERVATION** | **Meets Requirements** | **Does Not Meet Requirements** | **Does Not Apply** |
| **EE-5** | **Does the infant toddler or preschool Early Intervention program ensure the initial evaluation and annual evaluation/re-evaluation for children include all required participants?** |  |  |  |
|  | **Did you observe:**   1. The required team is assembled to conduct the evaluation.   **Yes No**   1. The evaluation team is supporting the team process throughout by participating in ongoing dialogue, asking questions of one another, and sharing perspectives.   **Yes No** | | | |
|  | **Observer’s Comments:** | | | |

| **Item** | **Component**  Evaluation/Re-evaluation | **Standard for Performance Rating** | | |
| --- | --- | --- | --- | --- |
|  | **OBSERVATION** | **Meets Requirements** | **Does Not Meet Requirements** | **Does Not Apply** |
| **EE-10** | **Does the infant toddler or preschool Early Intervention program ensure the evaluation report includes all required components?** |  |  |  |
|  | **Did you observe or hear discussion of the following:**   1. A family directed assessment that identifies the family’s current resources, priorities and concerns and the supports and services necessary to enhance the family’s capacity to meet the developmental needs of the child.   **Yes No**   1. Each of the five developmental domains of cognitive, physical (including vision and hearing), communication, social and emotional, and adaptive being assessed.   **Yes No**   1. Eligibility determination and discussion of the results with the family.   **Yes No**   1. If the child is not found eligible for services, a member of the evaluation team discusses other options for the child and family (including tracking activities for infant and toddlers who are eligible for tracking).   **Yes No DNA**   1. Recommendations being shared with the family.   **Yes No**   1. EI professional facilitating the evaluation in ways that are individualized to address the unique characteristics and concerns of each child and family.   **Yes No**   1. EI professional encouraging the family to ask questions and share additional information.   **Yes No**   1. EI professional addressing family questions and concerns throughout the evaluation process.   **Yes No**   1. Evaluation team providing ongoing feedback to the family during the evaluation process regarding the purpose of particular activities as well as child performance.   **Yes No** | | | |
|  | **Observer’s Comments:** | | | |

| **Parent Interview** | | | | |
| --- | --- | --- | --- | --- |
| **Item** | **Component**  Evaluation/Re-evaluation | **Standard for Performance Rating** | | |
|  | **Parent Interview** | **Meets Requirements** | **Does Not Meet Requirements** | **Does Not Apply** |
| **PS-2** | **Does the infant toddler or preschool Early Intervention program ensure staff are able to describe the parent’s procedural safeguards?** |  |  |  |
|  | **Questions to ask:**   1. Do you understand what is going to happen next after the evaluation process and the timelines for activities to happen moving forward? 2. Did the EI professional help you know your rights, including local conflict resolution meetings, state complaint investigations, IFSP/IEP facilitation, mediation, and due process hearings? 3. Do you feel you have enough information on these rights? 4. From your perspective, what did EI staff do/say that really helped you understand the information that was shared today? 5. If you have any questions or concerns on what was reviewed today, who would you contact? | | | |
|  | **Observer’s Comments:** | | | |

**PS-2 Parent Interview Scoring**

|  |  |  |  |
| --- | --- | --- | --- |
| **Meets Requirements** |  |  | **Does Not Meet Requirements** |
| Indicate that they fully understand their rights and are able to identify who to contact if they have a concern and the next steps in the process. |  |  | Indicate that they did not fully understand their rights or who to contact if they have a concern and the next steps in the process. |

| **Evaluation Staff Interview** | | | |
| --- | --- | --- | --- |
| **Item** | **Component**  Evaluation/Re-evaluation | **Standard for Performance Rating** | |
|  | **Evaluation Staff Interview** | **Meets Requirements** | **Does Not Meet Requirements** |
| **EE-2** | **Does the infant toddler or preschool Early Intervention program have an efficient and effective process in place to determine initial and continued eligibility?** |  |  |
|  | **Questions to ask:**   1. How were you trained on the evaluation tool that you use for determining eligibility? 2. How do you maintain your skills in the evaluation of children? 3. If you have utilized Informed Clinical Opinion (ICO) in the past, can you discuss how the evaluation team came to this eligibility determination and did you feel confident in using that method to determine eligibility?” 4. As an evaluator, what type of feedback do you receive about conducting evaluations, developing evaluation reports, and determining eligibility? 5. Who provides the feedback and how often is it provided? | | |
|  | **Observer’s Comments:** | | |

| **Item** | **Component**  Evaluation/Re-evaluation | **Standard for Performance Rating** | |
| --- | --- | --- | --- |
|  | **Staff Interview** | **Meets Requirements** | **Does Not Meet Requirements** |
| **PS-2** | **Does the infant toddler and preschool Early Intervention program ensure staff are able to describe the parent’s procedural safeguards?** |  |  |
|  | **Questions to ask:**   1. When are procedural safeguards explained to families? 2. What resources or materials are available to explain a family’s procedural safeguards?? 3. If I was a parent, how would you describe my procedural safeguard? 4. Who would a parent call if they had a concern about their early intervention services? | | |
|  | **Observer’s Comments:** | | |

**NOTES PAGE**